Application: Rockdale County Public Schools Reads B5

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000021
Last submitted: Feb 10 2020 03:58 PM (EST)

District Profile

Completed - Feb 9 2020

District Profile

District Name

Rockdale County Public Schools

District Contact Information

Please enter the information for your district's main L4GA 2019 contact.

Name	Andrea Pritchett
Position	Director of Curriculum and Instruction
Email	apritchett@rockdale.k12.ga.us
Phone	770-860-4286

Grant Fiscal Agent MOU

Please upload your completed Grant **Fiscal Agent MOU**. You can find this document on the L4GA Grant website.

Rockdale County Public Schools Reads.Fiscal Agent MOU.pdf

Filename: Rockdale County Public Schools Reads.Fiscal Agent MOU.pdf **Size:** 298.4 kB

GaDOE Conflict of Interest and Disclosure Policy

Please upload your completed **GaDOE Conflict of Interest and Disclosure Policy**. You can find this document on the L4GA Grant website.

Rockdale County Public Schools Reads.Conflict of Interest and Disclosure.pdf

Filename: Rockdale County Public Schools Reads.Conflict of Interest and Disclosure.pdf **Size:** 406.2 kB

Previous Grantee

Has your district been a Striving Readers or L4GA 2017 grant recipient? If yes, please specify years.

2015

Growing Readers

Does your district participate in the Growing Readers Program with the Governor's Office of Student Achievement (GOSA)?

no

Get Georgia Reading

Please complete the Get **Georgia Reading Campaign Community Commitment form found here**

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

*-- all sections *except Section 8: B5 Project/School Literacy Plan - that is uploaded as a separate task*

All files uploaded files should be .pdf.

Please use a descriptive file name for each section (examples at top of each section).

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

Section 1: Upload Local Education Agency (LEA)-Partnership Narrative (to be completed by LEA- Community Literacy Task Force)

15 Points

This narrative is a highly important factor in ensuring that the reviewer understands the community, the local education agency (in most cases, this is a school district), the feeder system identified, and how this initiative will assist with the literacy development across the identified community, including in and out of schools.

The LEA-Partnership Narrative should be limited to 2500 words.

Absolute Priorities for L4GA-Sub-grants:

- Identification of feeder system(s) and community served
- Identification of all LEA-Partnership partners, including early childhood service providers
- A brief description of the feeder system(s) identified, and history of the L4GA LEA-Partnership
- Population demographics of the community
- Climate Ratings for each school involved in the proposed partnership and/or status of implementation of PBIS
- Student literacy/ELA outcomes of the feeder system

Plan for engaging

- early childhood education providers
- P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs
- community coalition

Rockdale County Public Schools.Partnership Narrative 1.pdf

Filename: Rockdale County Public Schools.Partnership Narrative 1.pdf **Size:** 290.8 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

Section 2: LEA-Partnership Management Plan and Key Personnel (to be completed by LEA-Community Literacy Task Force)

10 points

This section will apprise the reviewer of how the grant will be supported from the district level. Who are the key people involved in the grant? How will the grant function in terms of the whole district strategic plan? How will financial aspects of the grant be handled? Will there be a dedicated staff member at the district office with the responsibility of grants administration? Though this is certainly not an exhaustive list, these questions should be covered in your response. **The LEA-Partnership Management Plan and Key Personnel should be limited to 1000 words.**

LEA office support for grant management.

- Who are the key people involved in the grant?
- How will the grant ensure services in B-5?
- How will the grant function in terms of the whole district strategic plan and comprehensive needs assessment?
- How will financial aspects of the grant be handled?
- Will there be a dedicated staff member at the district office with the responsibility of grants administration?

Ability of the LEA to adequately administer the funding.

Any financial audit findings over the past three years should be discussed in this section.

Controls for spending should be pointed out.

Note: L4GA 2017 and L4GA 2019 funds cannot be commingled.

[Rockdale County Public Schools Reads.District Management Plan and Key Personnel 2.pdf](#)

Filename: Rockdale County Public Schools Reads.District Management Plan and Key Personnel 2.pdf **Size:** 149.5 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

Section 3: Needs Assessment and Root Cause Analysis (to be completed by district office)

10 points

This section should describe the needs assessment process. What assets exist? How were root causes determined using the needs assessment process, and how will this information be used to develop a project that will impact all students birth to grade 12 in the LEA community? **The Needs Assessment and Root Cause Analysis should be limited to 1000 words.**

B-5

Analysis of data related to other learning outcomes and school readiness.

Analysis of:

- Developmentally appropriate instruction and curriculum
- Professional learning provided to educators and directors
- Family engagement strategies
- Leadership effectiveness
- Other supports for the the Whole Child and Well-rounded Education
- Coordination efforts with K-12

K-12

Comprehensive needs assessment and root cause analysis using Georgia's System for Continuous Improvement (NOTE: LEAs should use the same approach as with their federal Comprehensive LEA Improvement Plans (CLIPs), District Improvement Plans (DIPs), and School Improvement Plans (SIPs); therefore, the L4GA plan should complement local strategic plans):

- Coherent Instructional System
  - Past instructional initiatives
  - Current instructional initiatives
  - How to identify students for interventions
- Community and Family Engagement and Empowerment
- Engaged Leadership
- Positive Learning Environment
- Professional Capacity
- Other Supports for the Whole Child and Well-rounded Education

Coordination efforts with B-5, out-of-school providers, and community organizations.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor's Office of Student Achievement (GOSA)
- Literacy for All Georgia
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

Rockdale County Public Schools.Needs Assessment 3.pdf

Filename: Rockdale County Public Schools.Needs Assessment 3.pdf **Size:** 329.9 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

10 points

This section should provide the reviewer with the actual implementation plan proposed for funding. The reviewer must understand who, what, when and how the actual performances will utilize assets and address the needs determined in the "root cause" analysis. It will not be enough to name programs and strategies; the application should show how the strategies and programs align to best practices and directly address the needs of the children in the community by working through community organizations, early care/learning providers, and schools. The plan should show how the community-level supports, instructional strategies, delivery models are consistent with Evidenced Based Practices and directly address the needs of the students, educators, parents and community.   **The Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed should be limited to 1000 words.**

- Implementation plan proposed for funding.
- The plan should show how the instructional strategies, delivery models and programs are consistent with EBP and directly address the needs of the students and educators.
- The plan should show how community partnerships are developed in ways consistent with evidence-based practices and directly address the needs of students and families.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor's Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

Rockdale County Public Schools.Project Plan and Goals 4.pdf

Filename: Rockdale County Public Schools.Project Plan and Goals 4.pdf **Size:** 208.3 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

Section 5: Assessment/Data Analysis Plan (to be completed by district office)

10 points

In this section, indicate what community-level data will be utilized (e.g., poverty, transportation, healthcare, etc.) in addition to assessment data. For example, vision screeners may be an essential data point as a way to target vision supports for students.

In addition, it is important to spell out specifically who, what, when and how the assessments will be given at the school level and how they will be analyzed by a team representing the early care providers, the community, local teacher educators/professional development providers, the schools, and the district.

The procedures involved in determining how instruction is developed based on the assessment data should be carefully described. Assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed. Procedures for educators' analysis of local assessment data to inform instruction should also be included.   **The Assessment/Data Analysis Plan should be limited to 1000 words.**

- Assurance that assessment and evaluation requirements for the SEA will be completed.
- Estimated cost for assessments included in proposed LEA-Partnership budget
- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Procedures for educators' analysis of local assessment data to inform instruction

Rockdale County Public Schools Reads.Assessment and Data Analysis Plan 5.pdf

Filename: Rockdale County Public Schools Reads.Assessment and Data Analysis Plan 5.pdf **Size:** 92.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

10 points

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including early care and learning providers, CTAE, Special Education teachers, all content teachers as well as community partners and parents as appropriate. This section of the grant should provide the district's overall plan for engaging LEA-Partners with L4GA Professional Learning offerings. NOTE: LEA-Partners must agree to utilize their L4GA professional learning plan as their singular plan for literacy-related professional learning to avoid layering conflicting professional learning opportunities that could be available in a large LEA. **The Professional Learning plan should be limited to 1000 words.**

Plan for engaging LEA-Partners with Professional Learning offerings:

- Time allocated for collaborative planning time per age/grade level team and vertical teams.
- Local PL supports (e.g., PLCs, collaborative planning, coaching, mentoring)
- Online PL supports
- Institutes
    - Topics of interest for PL for each audience (e.g., early learning; literacy interventionists; community/family liaisons; school leaders, etc.)

[Rockdale County Public Schools Reads.Professional Learning 6.pdf](#)

Filename: Rockdale County Public Schools Reads.Professional Learning 6.pdf **Size:** 162.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan (to be completed by district office)

10 points

This section details all of the strategies and human or instructional resources that will be used or paid for as a result of L4GA funding. They should all tie back to the needs assessment, student data, and root cause analysis.They should directly impact literacy, access to print, community engagement, student supports, instructional engagement and/or teacher support. It is not necessary to name specific products; generic descriptions are adequate. Technology purchases must be justified as a way to support literacy improvement. Personnel are allowable as a resource paid for by grant funds; however, please note that sustainability will be essential to the plan. **The Resources, Strategies, and Materials section should be limited to 1000 words.**

Instructional resources that will be used or purchased as a result of L4GA funding. Services that will be purchased as a result of the L4GA funding.

Notes:

- All expenditures should all tie back to community and student data, the comprehensive needs assessment, and root cause analysis.
- All expenditures should directly impact literacy, access to print, student engagement, and teacher support. They should be consistent with EBP.
- Expenditures should support activities primarily offered during the regular school day but may also include out-of-school time and instruction.
- This is not a technology grant; only technology supports vital to literacy improvement and instruction should be allocated.
- Any personnel expenditures are allowable but should be considered carefully as the grant funds are time-limited. Sustainability plans for maintaining positions after grants end should be considered.

Examples of strategies, human resources, or instructional resources:

- SEE-KS professional learning communities
- Growing Readers instructional coaching
- MTSS implementation supports
- Executive Coaching for literacy leadership

Rockdale County Public Schools Reads.Resources and Strategies 7.pdf

Filename: Rockdale County Public Schools Reads.Resources and Strategies 7.pdf **Size:** 143.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

Section 9: Budget Summary (to be completed by district office)

unscored

Each application should have a budget summary in narrative form. The budget summary will highlight how the LEA/schools/centers/organizations plan to use their L4GA grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including: Federal Program managers, Grants Accounting Personnel, L4GA program staff, and a member of the Audit team. **The budget summary should be limited to 600 words.**

Notes:

Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare, and/or write the L4GA proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, Refreshments, Snacks not associated with a literacy event, community partnership event or parent event.
- Game systems and game cartridges are unallowable.
- Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways) not associated with literacy improvement. Books, periodical subscriptions, bookmarks etc. are allowable.
- Decorative Items not associated with literacy or family literacy.
- Purchase of Facilities
- Land acquisition
- Capital Improvements, Permanent Renovations except family literacy centers, media centers or reading centers in the classroom.
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations, or societies for personal benefits. (Does not include professional organizations)
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at

http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.

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

Rockdale County Public Schools Reads.Budget Summary 9.pdf

Filename: Rockdale County Public Schools Reads.Budget Summary 9.pdf **Size:** 138.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

Appendix: references for evidence-based practices; letters of commitment, etc. (you may upload more than one file)

Rockdale County Public Schools Reads.Letters of Commitment.pdf

Filename: Rockdale County Public Schools Reads.Letters of Commitment.pdf **Size:** 2.0 MB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Early Learning Center - Rockdale Career Academy
System ID	722
School ID	6002

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

18

Number of Paraprofessionals or Teaching Assistants in School

35

Principal or Director

Name	Shauna Miller
Position	Rockdale County Early Learning Coordinator
Email	smiller2@rockdale.k12.ga.us
Phone	770-388-5677

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Shauna Miller
Position	Rockdale County Early Learning Coordinator
Email	smiller2@rockdale.k12.ga.us
Phone	770-388-5677

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.B5LitPlan.pdf **Size:** 302.2 kB

School Literacy Plan

Rockdale County Public Schools: Birth - 5
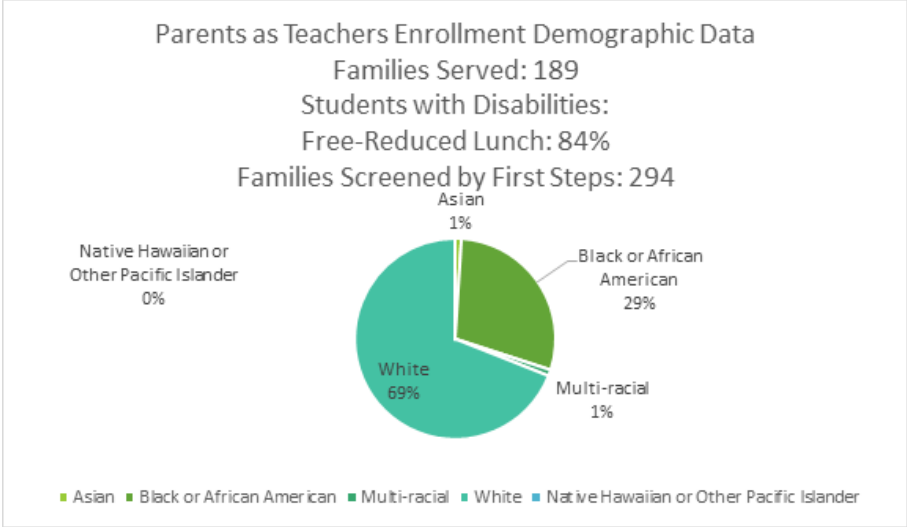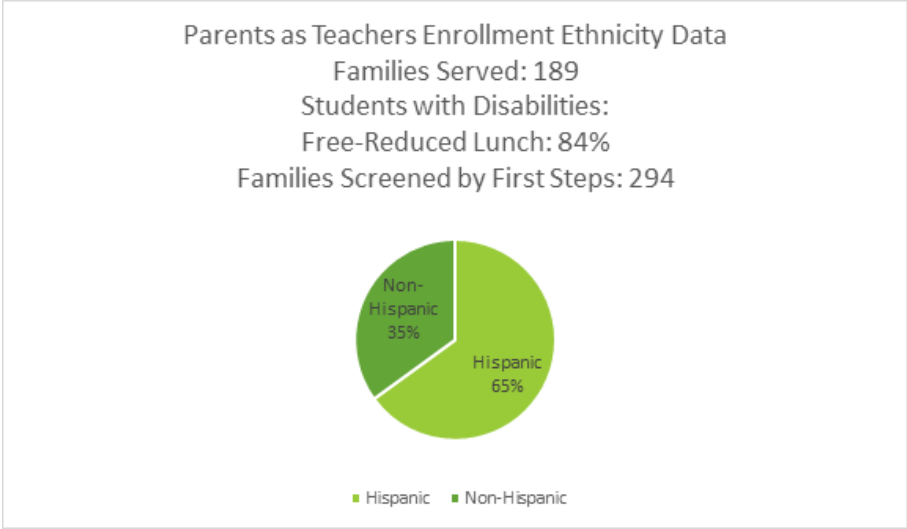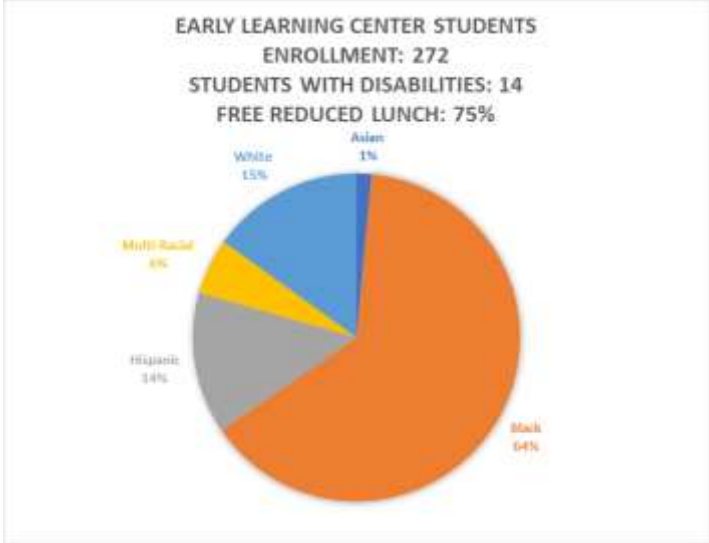
School History

Significant changes in our population dramatically effected the number of economically disadvantaged students, students with attendance issues, and students requiring additional support academically and behaviorally. These changes have resulted in an increased need for early learning education and support. Fall scores on the Georgia Kindergarten Inventory of Developing Skills Readiness Assessment (GKIDS) indicate a wide disparity of student skills for entering kindergarten students in the district.
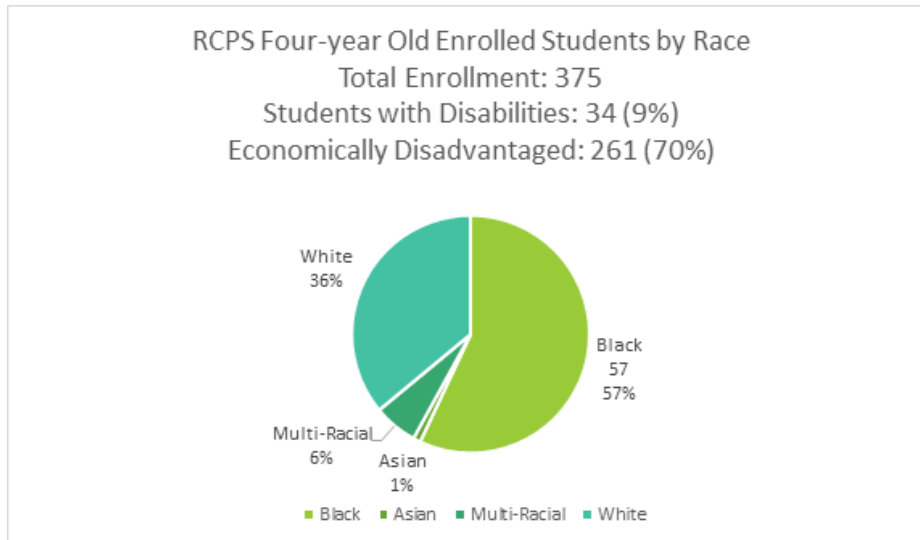
Rockdale County Public Schools' (RCPS) introduced an early learning program in 1996, creating one pre-k classroom at J.H. House that was funded by *Bright from the Start*. In 1997, *Bright from the Start* added two additional pre-k classrooms in the county. The program expanded in 2003, with an additional pre-k classroom funded in Rockdale County. Partnering with the Georgia Department of Early Care and Learning has allowed the district to grow the early learning program and serve many children, now housing 15 GA Pre-K classrooms, 1 locally funded pre-K classroom, 2 locally funded preschool classrooms, 6 self-contained classrooms, 8 Parent Educators and 1 First Steps Coordinator.

The pre-K program consists of 15 four-year old classes funded by *Bright from the Start*. Four of the 15 classes are inclusion classrooms, serving students with disabilities (SWD) with two special education teachers and two instructional paraprofessionals. There are 22 students in the Georgia Pre-K classes and 20 children in Georgia Pre-K inclusion classrooms. Additionally, the district houses an Early Learning Center with one additional four-year-old class and 2 three-year-old classes. The classes at The Early Learning Center are funded with local dollars. The Early Learning Center is a NAEYC accredited center that works cooperatively with students enrolled in the Early Childhood Education Pathway for Career Technical Education and is housed at the Rockdale Career Academy (RCA). There are 6 self-contained READY classrooms in the school system, serving three and four- year- old students. At RCA, the four-year-old classrooms have 20 students and three-year-old classes have 16 students. All early learning classes use the Georgia Early Learning and Development Standards (GELDS) and student growth is monitored through the electronic platform Work Sampling Online and normed assessments such as PALS.

RCPS also serves early learning students using the Parents as Teachers (PAT) model. PAT employees follow the home visiting curriculum to serve students ages 0-5 and teen parents. Currently, PAT serves 189 families in their primary caseload, receiving a minimum of two home visits monthly, and there are dozens of families on the secondary caseload, which allows parents opportunities to participate in monthly activities such as children's book clubs, make-it/take-it literacy activities, or parent seminars to educate adults about the GELDS.

The following chart provides detailed information about the population of students served in RCPS's pre-K program:

EARLY LEARNING CENTER STUDENTS
ENROLLMENT: 272
STUDENTS WITH DISABILITIES: 14
FREE REDUCED LUNCH: 75%

Parents as Teachers Enrollment Ethnicity Data
Families Served: 189
Students with Disabilities:
Free-Reduced Lunch: 84%
Families Screened by First Steps: 294

Parents as Teachers Enrollment Demographic Data
Families Served: 189
Students with Disabilities:
Free-Reduced Lunch: 84%
Families Screened by First Steps: 294

RCPS Four-year Old Enrolled Students by Race
Total Enrollment: 375
Students with Disabilities: 34 (9%)
Economically Disadvantaged: 261 (70%)

White
36%

Black
57
57%

Multi-Racial
6%

Asian
1%

■ Black ■ Asian ■ Multi-Racial ■ White

Administrative and Building Leadership Teams

Shauna Miller is the Director of Early Learning and has over 19 years of early childhood and education experience. Jamie Wilson is the Lead Teacher for Compliance for birth-5 year old students and previously taught students in the READY program. Jessica Walls is the Learning Support Coordinator who oversees appropriate placement and services for children birth-five. The county employs two behavior specialists that work with students and teachers as needed for behavior support.

In addition to local school-based administrative support, RCPS works closely with a *Bright from the Start* state consultant who conducts classroom observations and provides oversight and support. NAEYC accreditation reports are submitted and classrooms at The Early Learning Center continue to meet required guidelines. The RCPS Parents as Teachers program has earned Quality Endorsement, and additional support is provided at the state and national level to ensure model fidelity. RCPS provides full-time speech and language pathologists, occupational and physical therapists, teachers for students with visual impairments, and diagnosticians who serve children throughout the district.

Community Assets

The district has a Literacy Coalition that meets to discuss current Early Learning Initiatives and Developmentally Appropriate Practices. Members of the Early Learning Coalition are listed below.

Current Members of the Literacy Coalition	Title
Shauna Miller	Director of Early Learning
Jennifer Everhart	Lead Parent Educator
Liya Pitrashko	Multi-lingual Parent Educator
Shannon Houk	Early Childhood Education, CTAE Teacher
Cecilia Lenz	First Steps Coordinator
Lorraine Gilbert	Pre-K Teacher

Martika Postell	Pre-K Teacher
Tim Johnson	Edwards Jones Financial
Jamie Cabe	Rockdale County Clerk of Courts
Erica Mosley	Parent, Early Learning Center
Tyler Lanier	Student, Early Learning Pathway
Lisa Dawkins	Heritage Hills Baptist Church Early Learning Center Director

RCPS Early Learning Department has an excellent relationship with public and private early learning providers in the district. Additionally, the department has a lot of support from the local Rotary chapters, Chamber of Commerce, Kiwanis and non-profit agencies in the community. The Department of Early Learning holds a board seat for Restoration Storehouse, which is a collective impact non-profit organization, housing Headstart, clinics, job training, food pantries and other social services. This gives the department access to many families and children that need services.

Past Instructional Initiatives

In previous years, there has been efforts to have a streamlined kindergarten screener. This screener was developed and revised by teachers and was not normed. Teachers have access to the Owl Curriculum but new teachers have limited training needed to accompany the curriculum resource. The public-school system had a strong early learning department but there is limited connections with community and private centers to help ensure that students were transitioning to kindergarten ready to learn. he district has worked to provide literacy activities and school access to these families by writing grants and allocating funding to help support families.

Current Instructional Initiatives

RCPS early learning classrooms and learning specialists use the Georgia Early Learning and Development Standards (GELDS). These standards reflect current educational research and are aligned with CCGPS for grades K-12. The Learning Support Department identifies special needs students and determines eligibility for services. Three and four-year-olds are provided services in self-contained or inclusion classrooms and/or in community settings. The IEP committee determines the amount of special education time for each service area.

RCPS GA pre-K classes utilizes the Owl Curriculum and Handwriting Without Tears. This curriculum is appropriate for pre-K students, but continued use presents challenges for the district. The training for appropriate implementation is extensive, and the district must be mindful of this when examining teacher turnover and growth for pre-K in RCPS. RCPS has recently purchased 10 iPads for every pre-K classroom in the district, and technology integration is an expectation for all classrooms. RCPS teachers need continuous training in curriculum development and technology integration.

All pre-K students are screened three times yearly using the PALS assessment. Teachers use the data to provide differentiated learning and targeted instruction to students.
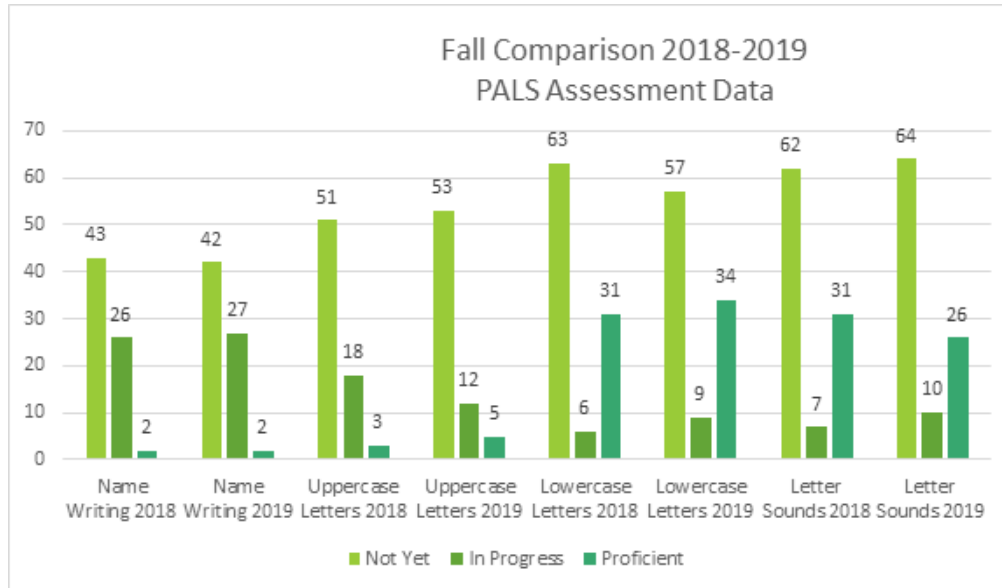
Need for a Striving Readers Project

      Rockdale County Students are economically and culturally diverse. Students enter school with a vast degree of different life experiences and this causes major gaps in learning for students. While there are students that enter kindergarten ready to learn, many come to kindergarten without having any social or school experiences, which makes learning difficult for the first few months. The district is continuously seeking creative ways to reach all students in the district to engage families, schools and students in learning experiences that will make the transition to kindergarten seamless.

      In reviewing recent Kindergarten STAR Early Literacy Assessments, it is evident that almost half of students enter Kindergarten as an Early Emergent Reader. With appropriate instruction, these students quickly make gains to becoming a Late Emergent Reader. Developmentally Appropriate Instruction ensures success for students.
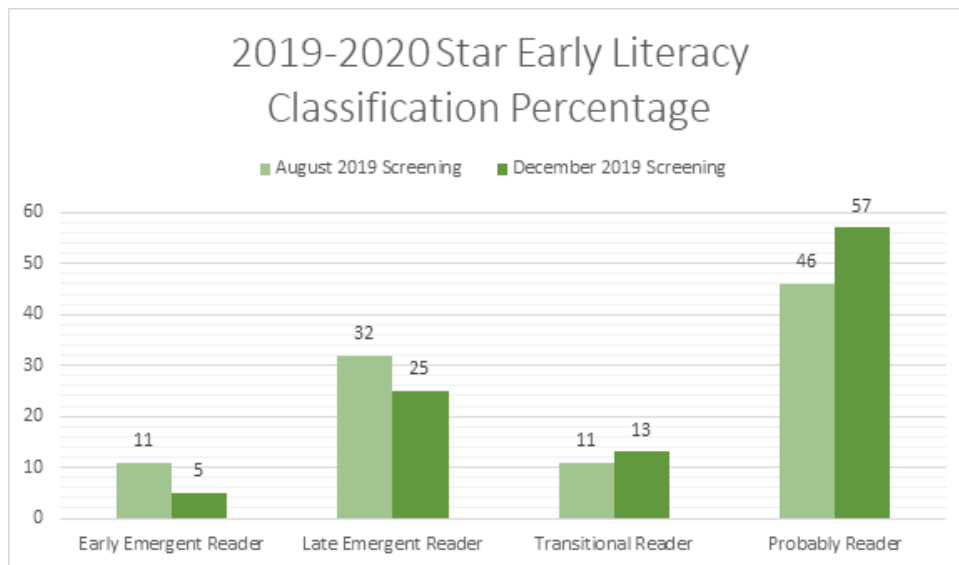
PALS data suggest that many students that are not making appropriate growth while in pre-k. Although overall trend data shows growth throughout the year, there are still large numbers of students not yet proficient at the end of the school year. Teachers need intense training on individualizing instruction and developing plans for students to learn skills. These plans include parent communication, school activities and possible help from community mentors.

Fall Comparison 2018-2019 PALS Assessment Data

A bar chart titled "Fall Comparison 2018-2019 PALS Assessment Data" with a vertical axis ranging from 0 to 70. The categories along the horizontal axis are Name Writing 2018, Name Writing 2019, Uppercase Letters 2018, Uppercase Letters 2019, Lowercase Letters 2018, Lowercase Letters 2019, Letter Sounds 2018, and Letter Sounds 2019. The legend indicates three series: Not Yet, In Progress, and Proficient.

Category	Not Yet	In Progress	Proficient
Name Writing 2018	43	26	2
Name Writing 2019	42	27	2
Uppercase Letters 2018	51	18	3
Uppercase Letters 2019	53	12	5
Lowercase Letters 2018	63	6	31
Lowercase Letters 2019	57	9	34
Letter Sounds 2018	62	7	31
Letter Sounds 2019	64	10	26

School Literacy Goals

Goal 1: Utilize research-based assessments to adjust, inform and develop instructional practices that accelerate learning for students.

- Overall student readiness scores on the Kindergarten GKIDS Readiness Check will increase by the end of the grant period.
- 95% of students will show growth in all assessed areas measured by the PALS assessment.
- Student performance in the on the fall STAR Early Literacy Assessment (<Late Emergent Reader) will increase with each cycle of the grant.
- Families and students will be offered instructional summer programming to prepare students for kindergarten.

Goal 2: Provide professional learning regarding the analysis and administration of assessments and data to plan and facilitate differentiated and scaffolded instruction to students.

- 100% of students will have individualized learning plans according to their instructional needs noted on the PALS assessment.
- 100% of teachers will receive training on differentiation and scaffolding for early learning.

Goal 3: Develop a literacy coalition that involves private centers, community members at large and public pre-k centers to increase awareness of developmentally appropriate practice.

- Community partnerships will increase by at least one Memorandum of Understanding per year during each cycle of the grant.

- Parents will be provided multiple training opportunities throughout the year to assist with home activities to help students with learning goals.

Goal 4: Increase the use of developmentally appropriate technology applications for teaching and learning at home and school.

- Teachers will increase their level of technology integration based on the SAMR scale over the course of the grant as measured by observation data and lesson plans.

Goal 5: Provide professional learning for research-based practices in literacy instruction.

- 100% of public school pre-k teachers will participate in research-based trainings directly related to student data and need.
- Public providers that participate in professional learning offered by RCPS will increase by 10% each year of the grant cycle.

Goal 6: Curate digital and print resource library for teachers, students and parents to augment instructional programs for early learning.

- Teachers, students and parents utilize the library as evidence by sign-in sheets, check-out logs and surveys.

IMPLEMENTATION PLAN

The Early Learning Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – September 2021			
Action Step	Timeline	Evaluation	Resources
Provide professional learning on designing scaffolded lessons for students.	October 2020	PALS Assessment Data (S & F) Individual Student Learning Plans (F)	Data Analysis Meeting notes (F) Pre-K Data Coach (G)
Provide awareness sessions to pre-k teachers regarding the GKIDS Kindergarten Readiness Screener.	October 2020	Training Sign-In Sheets (S)	Online Training Availability
Establish Vertical Teaming Planning Meetings with Pre-K-2 teachers.	October 2020-	TKES (S); Observation Notes (F);	Substitutes (G)

	September 2021	Achievement data (S)	
Implement a coaching cycle to improve literacy instruction in the content areas	October 2020- September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Pre-K Coach (G) Video Coaching for Self-Reflection (D)
Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices	October 2020- September 2021	TKES (S); Observation Notes (F); Achievement data (S)	Professional learning texts (Reading strategies, Reading Interventions, etc.) (G)
Purchase additional resources	October 2020- September 2021	Lesson plans (F) Achievement data (S)	Professional Resources (G)
Increase literary exposure for all students	October 2020- September 2021	Lesson plans (F) Achievement data (S)	Classroom libraries (G);
Provide PL on data analysis, differentiated instruction and scaffolding.	October 2020- September 2021	Surveys (F) Lesson plans (F) Achievement data (S)	Consultants (G) Substitutes (G)
Provide PL on developmentally appropriate technology integration and utilization of technology assessment.	October 2020- September 2021	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G)
Quarterly Data Team Analysis and Intervention Planning	October 2020- September 2021	Data team notes (F) Achievement data (S)	Substitute Costs (G)
Implementation of Early Learning Coach	Implementation: October 2020	Agendas and meeting notes (F) Achievement data (S)	Salary (G)
Development of Literacy Coalition	Implementation: January 2021	Agenda and meeting notes (F)	
Professional Learning provided to parents and community providers	October 2020-	Agenda and meeting notes (F) Survey Data (F)	Consultant Fees (G) Stipend (G)

		September 2021	Achievement Data (S)	
Year Two: October 2021 – September 2022				
Action Step	**Timeline**	**Evaluation**	**Resources**	
Quarterly Data Team Analysis and Intervention Planning (Dooley, 2017, p. 8)	October 2021 – September 2022	Data team notes (F) Achievement data (S)	Substitute Costs (G)	
Increase literary exposure in all genres for all students	October 2021 – September 2022	Lesson plans (F) Achievement data (S)	Classroom libraries (G); Updated books for media center (G)	
Establish a summer readiness program for students needing additional preparation for kindergarten.	October 2021 – September 2022	Lesson plans (F) Achievement data (S)	Stipends (G) Materials (G) Transportation (G)	
Year Three: October 2022 – September 2023				
Action Step	**Timeline**	**Evaluation**	**Resources**	
Quarterly Data Team Analysis and Intervention Planning (Dooley, 2017, p. 8)	October 2022 – September 2023	Data team notes (F) Achievement data (S)	Substitute Costs (G)	
Provide professional learning on designing scaffolded lessons for students	October 2022 – September 2023	PALS Assessment Data (S & F) Individual Student Learning Plans (F)	Data Analysis Meeting notes (F) Pre-K Data Coach (G)	
Provide awareness sessions to pre-k teachers regarding the GKIDS Kindergarten Readiness Screener	October 2022 – September 2023	Training Sign-In Sheets (S)	Online Training Availability	
Continue Vertical Teaming Planning Meetings with Pre-K-2 teachers	October 2022 – September 2023	TKES (S); Observation Notes (F); Achievement data (S)	Substitutes (G)	
Moniter coaching cycle to improve literacy instruction in the content areas	October 2022 – September 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Pre-K Coach (G) Video Coaching for Self-Reflection (D)	

Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices	October 2022 – September 2023	TKES (S); Observation Notes (F); Achievement data (S)	Professional learning texts (Reading strategies, Reading Interventions, etc.) (G)
Purchase additional resources	October 2022 – September 2023	Lesson plans (F) Achievement data (S)	Professional Resources (G)
Increase literary exposure for all students	October 2022 – September 2023	Lesson plans (F) Achievement data (S)	Classroom libraries (G);
Provide PL on data analysis, differentiated instruction and scaffolding, as needed	October 2022 – September 2023	Surveys (F) Lesson plans (F) Achievement data (S)	Consultants (G) Substitutes (G)
Provide PL on developmentally appropriate technology integration and utilization of technology assessment, as needed	October 2022 – September 2023	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G)
Cultivate and Grow Literacy Coalition	October 2022 – September 2023	Agenda and meeting notes (F)	
Professional Learning provided to parents and community providers	October 2022 – September 2023	Agenda and meeting notes (F) Survey Data (F) Achievement Data (S)	Consultant Fees (G) Stipend (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

<u>Professional Learning Needs</u>

The goal of the Early Learning Department is to maintain high quality programs in every school. RCPS seeks to provide learning opportunities to all parents and community centers

regarding Developmentally Appropriate Practice. All community personnel interacting with young learners need access to high quality training for long-term academic success.

Early Learning personnel need an understanding of the developmental stages of young children and age appropriate instructional strategies to employ. Staff need training in differentiation strategies for young children and tools to effectively integrate technology into pre-K classrooms. Early Learning personnel needs professional learning in creating a classroom and learning environment that fosters the development of early literacy and language development.

Teachers need training and access to a curriculum that is aligned to Georgia Early Learning and Development Standards and compliments the technology that is available to students. Training on such programs is an essential part of implementation.

Pre-K advocates maintain that high-quality pre-K program professionals should receive specialized training in early childhood education. RCPS has made a commitment to educate the youngest learners in our community using local tax dollars, and the need for additional training and learning is apparent. Tax dollars and current grant initiatives cover personnel and materials for students, but there is a lack of funds for materials and training to fund professional learning that is directly linked to literacy instruction.

Results of teacher, assistant, and community surveys show the need for additional training in Developmentally Appropriate Practices in early childhood education. Teachers and assistants also expressed the need for resource materials that are age-appropriate. The Striving Reader Grant will provide the needed funds to address the above and enhance the pre-K program to better meet RCPS children's critical literacy needs.

Resources Needed

- Substitutes for PL and planning days
- Stipends for off contract PL days
- Fees for PL consultants to provide PL sessions and coaching for pre-k teachers
- Registration for conferences and institutes
- Updated curriculum materials and resources relevant to training and instruction
- Consumable materials for training
- Age-appropriate books to distribute to community and partners – doctor's offices, daycare centers, hospital, DFCS, summer reading distribution, etc.

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

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

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

b. **Employee Relationships**

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

1. The names of all Subject Individuals who:
   a. Participated in preparation of proposals for award; or
   b. Are planned to be used during performance; or
   c. Are used during performance; and

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

1. The award; or
2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such

> subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

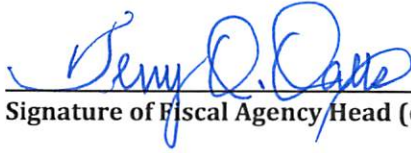II. **Disclosure of Conflict of Interest after Agreement Execution**

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

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require

that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

[signature]

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

Dr. Terry O. Oatts, Superintendent

Typed Name of Fiscal Agency Head and Position Title

February 7, 2020

Date

[signature]

Signature of Applicant's Authorized Agency Head (required)

Dr. Terry O. Oatts, Superintendent

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

February 7, 2020

Date

N/A

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

N/A

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

N/A

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Terry O. Oatts

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

Address: 954 North Main Street

City: Conyers   Zip: 30012

Telephone: (_770__) 860-4211   Fax: (_770_) _860-4266

E-mail: _toatts@rockdale.k12.ga.us

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

Dr. Terry O. Oatts, Superintendent
_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

February 7, 2020
_____
Date (required)

SECTION 6— Professional Learning Strategies Identified on the Basis of Documented Need

Research shows that stand-alone professional development does not yield lasting results (Goodwin, 2014, Hansen, 2009). Therefore, the district has designed a process to ensure the effectiveness of professional learning provided through the L4GA grant. Modeled after the RCPS Cycle for Results and Continuous Improvement, the PL Coaching Cycle will provide teachers, administrators and community partners with continued support as they learn about, implement, reflect on, and refine new instructional practices.

Content	Audience	Delivery Method	When	Partnership Role
STAR Reading/STAR Early Literacy	K-12	Face to Face	October 2020-ongoing	Face to Face training
ThinkCERCA	3-8	Face to Face	October 2020-ongoing	Face to Face training
GADOE Building a Culture of Writing Series	K-12	Face to Face	October 2020-onging	Face to Face training
Reading comprehension training	PK-12 teachers	Face to Face Coaching Micro-credentialing modules	October 2020-ongoing	Face to Face training Coaching visits Module creation
District literacy conference	PK-12 teachers Parents	Face to Face	February 2021 (annually)	Planning the conference Presenters
Literacy Assessment Training	PK-12 Teachers	Face to Face Coaching Micro-credentialing modules	October 2020-ongoing	Curriculum creation Face to Face training Coaching visits Module creation
Reading Endorsement	PK-12 Teachers	Blended Learning	October 2020-ongoing One Course per school year	Face to Face Module Creation

Additional professional learning topics will be aligned to specific partners and audiences such as early learning, parents, special needs, paraprofessionals, early learning staff, etc.

- Data team training
- Understanding Lexile scores
- Data review of CUA's, STAR Reading and Early Literacy, ThinkCERCA and EOCT
- Conscious Discipline
- Using technology to understand and utilize data

- Testing ethics and administration guidelines
- Design in Five Training
- GA Pre-K Assessment Training
- Intro to Read Right from the Start
- Using the Library (partner provided - Nancy Guinn Library)
- Computer Literacy (partner provided - Nancy Guinn Library)
- Parenting Skills (partner provided - Restoration Storehouse)
- Basic Internet (partner provided -Nancy Guinn Library)
- Core literacy program with teacher leaders
- Basic Social Media (partner provided - Nancy Guinn Library)
- WSO for Pre-K Teachers (Bright from the Start)
- Interpreting and using assessment data
- Differentiating instruction
- Explicit writing instruction
- Tier I instructional practices
- Student Engagement strategies
- Gifted instructional strategies
- ESOL and DLI instructional strategies
- Special Education instructional strategies
- Research-based strategies
- Professional learning with teachers
- Professional learning with administrators
- Cross-curricular writing training
- Vertical alignment of the curriculum and expectations
- Understanding formative writing data
- Using technology to increase engagement and improve student writing
- Georgia Early Learning and Development Standards (GELDS) training
- Pre-K and Kindergarten Vertical Alignment
- Rigor in the Pre-K Classroom

It is expected that all administrative and instructional personnel will participate in professional learning opportunities in all areas of literacy instruction. This includes disciplinary literacy in content areas. Additionally, schools are focused on ensuring that all personnel – paraprofessionals, CTAE, media center, ESOL teachers, special education staff, social work/counselors, tutors, early care providers, etc. - receive appropriate professional learning.

We are fortunate that, in many cases, our principals, administrators and partners are the experts and deliver regular training to staff members.

As a district, we have several objectives from the Strategic Plan related to professional learning that are naturally embedded in the L4GA grant:

- Objective 1: Provide professional learning for in-service personnel

- Objective 2: Support teachers in providing literacy instruction across the curriculum
- Objective 3: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction
- Objective 4: Provide direct, explicit literacy instruction for all students
- Objective 5: Use information developed from the school-based data teams to inform RTI process

Project personnel will be mindful of these throughout the grant period.

Collaboration

All teachers have a designated planning time daily. This time is frequently used for structured PLCs, cross-disciplinary team meetings, or professional learning. At the elementary level, the planning time is 40 minutes per day. At the middle school level, they average 70 minutes per day. At the high school level, teachers receive 90 minutes daily due to the block schedule. During these collaborative times, staff are encouraged to discuss results of diagnostic screening, review and analysis of assessment results, and coordinate interventions.

As a district, we recognize that district and school initiatives, as well as the burdens of planning for multiple content areas, result in a lack of extended time for collaboration. As such, a key component of the L4GA grant will be providing teachers with additional times for extended collaboration, especially vertically with their feeder pattern.

Effectiveness of Professional Learning

The ultimate measure of the effectiveness of professional learning will be student achievement data because effective professional learning is linked to higher student achievement. However, it may take time to see significant growth in student achievement. Therefore, we plan to include additional measures for determining the effectiveness of professional learning. Those measures are listed below:

- Observe teachers using appropriate observation tools at least twice per year.
- Create and implement a professional learning rubric aligned to goals and objectives.
- Use teacher data (surveys and observations) to identify key areas for individualized professional learning.
- Use teacher data (surveys, observations, and lesson plans) to monitor effectiveness of professional learning.

SECTION 5: Assessment and Data Analysis Plan

ASSURANCES

RCPS, LEA Partners and all project schools are committed to administering, analyzing, and utilizing the data from the required assessments. All seven elementary school principals are aware of and agree to administer and utilize the STAR Reading assessment (grades K-12) and the ThinkCERCA GMAS Mock writing assessment (grades 3-8) three times per year. The principals have committed to the necessary training for their teachers to implement these assessments with fidelity. All project's middle and high school principals have committed to administering the STAR Reading assessment and STAR Early Literacy assessment for all students in grades K-12, three times per year. The principals understand and support the required training for these assessments.

Assessment	Grade Level(s)	Frequency	Persons Responsible	Projected Expenses
Common Unit Assessments	Grades 1-11	8 x per year	District Coordinators	Data Warehouse Item Bank
Common Formative Assessments	Grades 1-12	On-going	Grade Level PLC's	Data Warehouse Item Bank
STAR 360	Grades K-9	3 x per year	Classroom Teachers	Star Licenses
ThinkCERCA	Grades 3-11	8 x per year	Classroom Teachers	Licenses Training
GKids/ Readiness Check & GKids Performance-Based Assessment	Beginning of Grade K	Quarterly	Classroom Teachers	Activity Materials Training Item Bank Data Warehouse
Peabody Picture Vocabulary Test (PPVT IV)	Pre-K	2x per year	Classroom Teachers	Test Kit Test Forms
Phonological Awareness Literacy Screening (PALS Pre-K)	Pre-K	3x per year	Classroom Teachers	Assessment Materials Training
Work Sampling Online	Pre-K	As required by Bright from the Start	Classroom Teachers/PAT	Licenses Training
Georgia Milestones	3-12	Yearly	Classroom Teachers	Data Warehouse Item Bank

Data Analysis Protocols

Grant-required assessments and evaluation will be completed per State guidelines. The LEA Partnership team will follow the district's current protocols for data analysis. All achievement data are analyzed at three levels: 1) teacher level, 2) building-level administrator level, and 3) district level, but for purposes of this grant, community level data will also be gathered and analyzed to inform the project's path. After administering each assessment, classroom teachers analyze and discuss their data in content- and grade-level PLCs. Teachers are tasked with looking at specific students who are struggling as well as content standards of concern. Teachers create caseloads and collaborate to create intervention and remediation plans. Student progress is monitored using common formative assessments (CFAs), classroom assessments, and common unit assessments (CUA's).

Additionally, building-level administrators analyze and discuss achievement data following each CFA and CUA. Administrators look at overall standards of concern, teacher effectiveness, and student needs from a building level's analysis. They also conduct data briefings monthly with district staff, which is when administrators are able to request additional support for their teachers and students.

The district staff (e.g., Director of Curriculum and Instruction, Director of Learning Support, the Assistant Superintendents for Elementary and Secondary Schools, etc.) also analyze achievement data following each CUA. They look for trends across the district, as well as at particular schools and specific grade levels. District curriculum coordinators and instructional coaches are mobilized to critical areas.

Further, data will be used to inform and guide instruction in the classroom. Teachers will use data to select instructional strategies and interventions to differentiate instruction within the classroom. In addition, data will be used to determine small groups, identify instructional strategies and materials, and to monitor effectiveness of interventions. Data will be used to inform students and parents of progress toward goals and to adjust goals based on data. Parents/guardians receive information about school-level data at the Title I Annual Meeting each Fall. In addition, data points are shared with families through parent-teacher conferences. RCPS compiles data summaries on assessment results of each school to report to the media. Data points will be shared with district personnel, such as the appropriate Assistant Superintendent, curriculum coordinators, and support staff, during the school data briefings. School- and district-level data will be used to determine the effectiveness of programs, interventions, and strategies.

Teachers, administrators and partners will require professional learning on the STAR Reading and STAR Early Literacy screenings, as well as, the ThinkCERCA writing benchmarks. To utilize the assessments, all stakeholders will be provided continued professional learning in understanding Lexiles and how to match students' reading levels to texts. Both school and system teams will be trained, and all schools will receive additional on-site support. We will use district and school-based coaches to support schools.

Finally, community data will help us better understand the needs of our students, to better identify additional resources needed, and assess impact on student outcomes. Training and support is provided for all staff, administrators and community members on how to find, analyze and use the data collected as part of a continuous improvement approach.

SECTION 3: Assets and Needs Assessment with Root Cause Analysis

Assessment Description

Based on the process outlined in Georgia's System for Continuous Improvement and the Multi-Tiered System of Support umbrella, the team gathered and reviewed many data sources to identify district needs based on the whole child. Needs assessment process included all members of the LEA Partnership team and included families, professional partners and community organizations. Collaborative meetings were held to analyze data trends and patterns. These planning meetings included representation from all content areas and staff from Career Technical Education, Early Learning, Digital Technology, Media Center Specialists, Special Ed, Certified and Classified Employees and Student Support.

Description of the data used
- Georgia Milestones
- Teacher surveys
- RCPS local assessment data for schools
- Strategic School Improvement Plans
- District Strategic Plan
- Partner query
- School Climate ratings
- PBIS information
- Professional learning records and survey of needs
- Staff credentials and retention rates
- Absentee/Attendance rates
- Transiency rates
- Census data
- United Way Child Health data
- Data from Parents as Teachers and First Steps programs
- Neighborhood crime rates
- Unemployment and income trends
- Family education levels
- Parent feedback
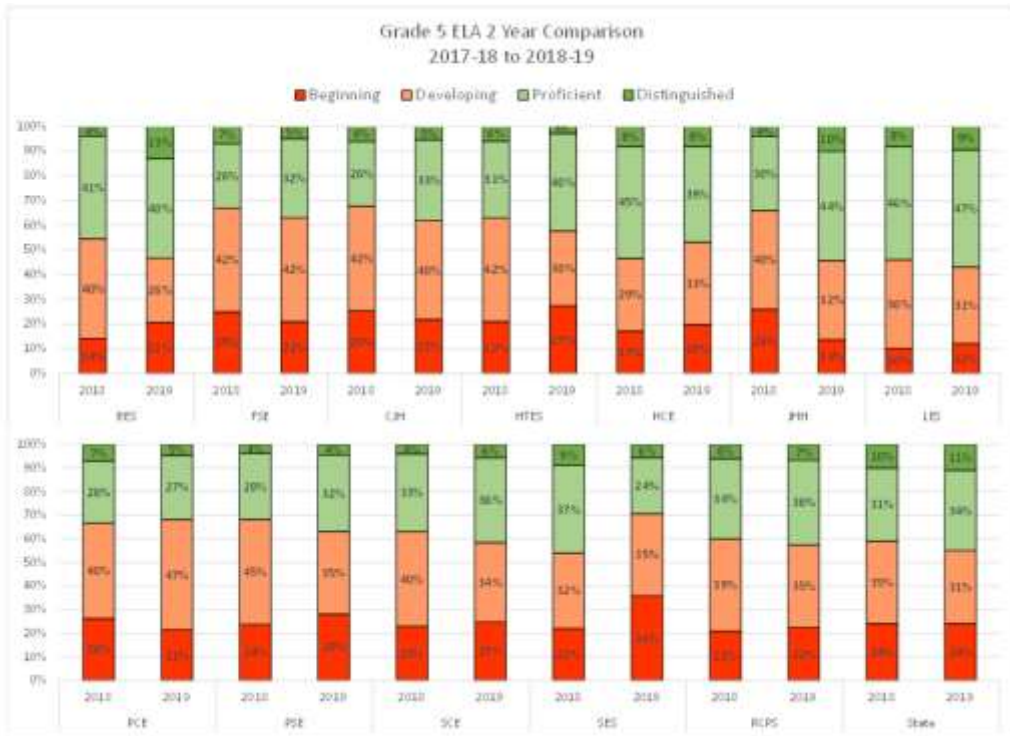
Analysis of data reviewed

Multiple data points helped the committee identified the need for increased intervention and enrichment learning opportunities for students, and opportunities for parents to re-engage with their child's education. An analysis of CCRPI and Georgia Milestones scores revealed deficits that that are critical for the district to address. Of note, because the 2018 CCRPI marked the first year of a new calculation approved as part of Georgia's state plan for the Every Student Succeeds Act, these scores will not be compared to any prior year, but used as the benchmark.

A significant number of second graders are not prepared for the reading expectations in third grade, which explains why achievement levels in third grade are below the state average in more than 45% of elementary schools. **Students need additional instructional strategies and activities that improve foundational reading and comprehension skills before they get to 3ʳᵈ grade.** The current 3ʳᵈ grade deficits are difficult, if not impossible, to overcome in one school year.

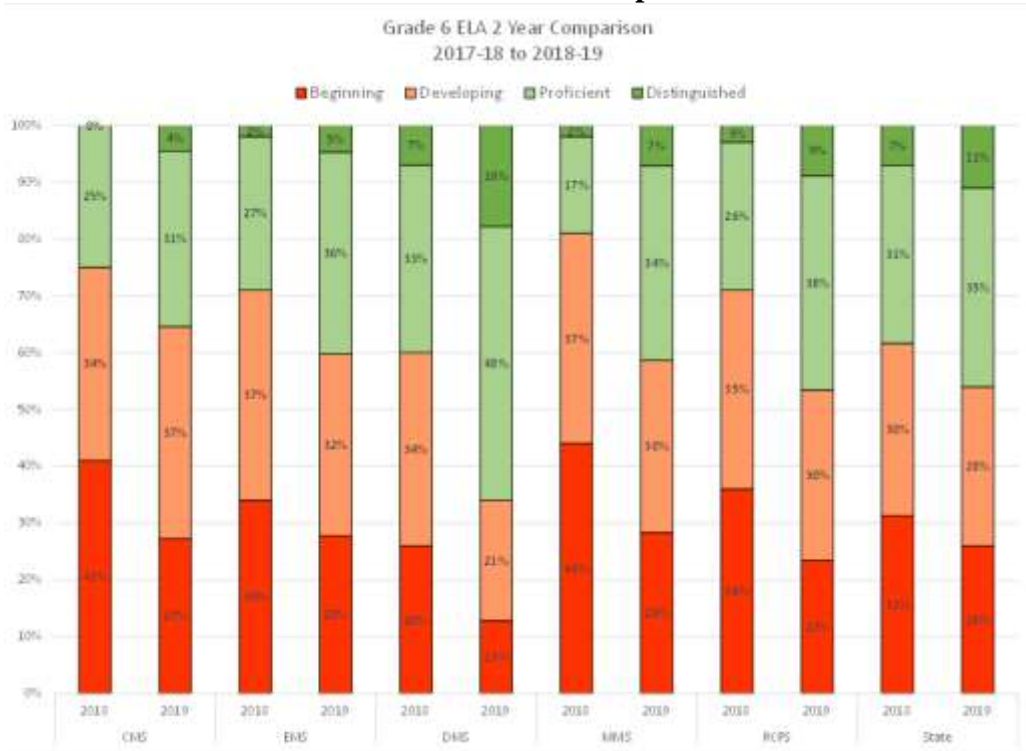## 3rd Grade ELA Milestones EOG 2-Year Comparison Data

Grade 3 ELA 2 Year Comparison
2017-18 to 2018-19

Beginning Developing Proficient Distinguished

5th Grade ELA Milestones EOG 2-Year Comparison Data

Grade 5 ELA 2 Year Comparison
2017-18 to 2018-19

Beginning Developing Proficient Distinguished

In all elementary schools there continues to be a significant gap between high and low performing schools across the district. District averages ranged between 27 points and 2 points below the state's average.

Table 5. 6th Grade ELA Milestones EOG 2-Year Comparison Data

Grade 6 ELA 2 Year Comparison 2017-18 to 2018-19

8th Grade ELA Milestones EOG 2-Year Comparison Data

Grade 8 ELA 2 Year Comparison 2017-18 to 2018-19
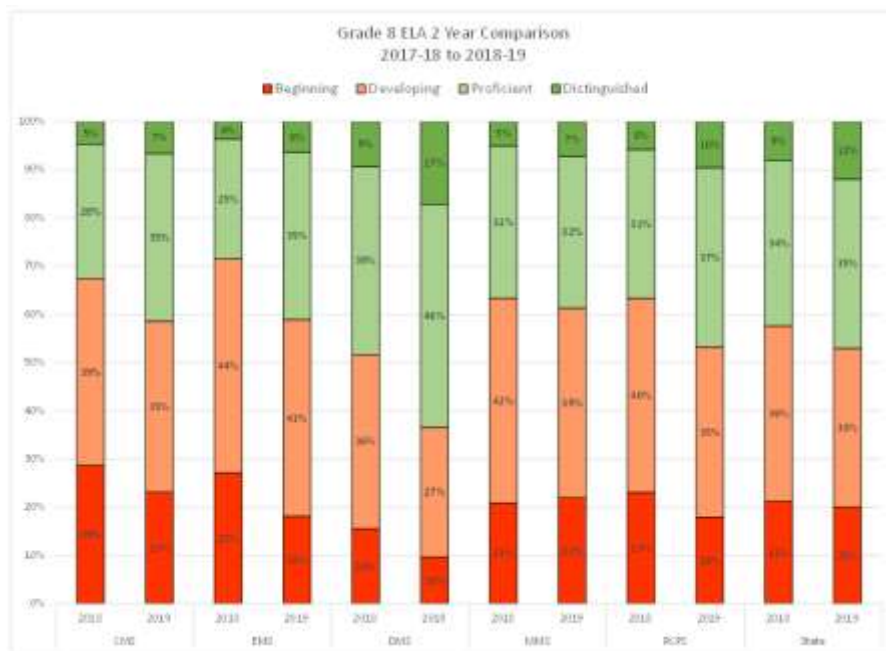
ELA scores in middle schools for the 2019 Milestones shows a significant gap between the highest and lowest performing schools, ranging from 33 points to 24 points.

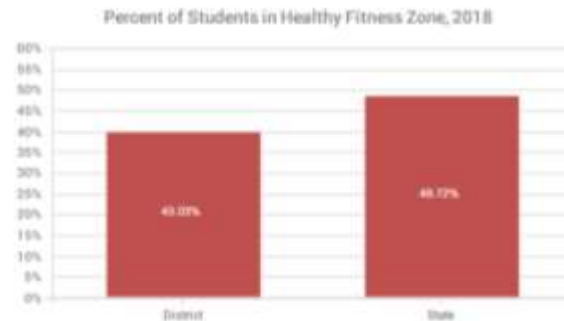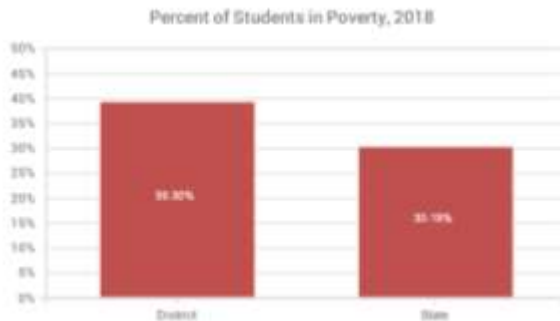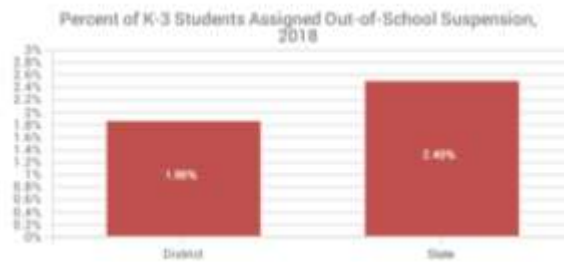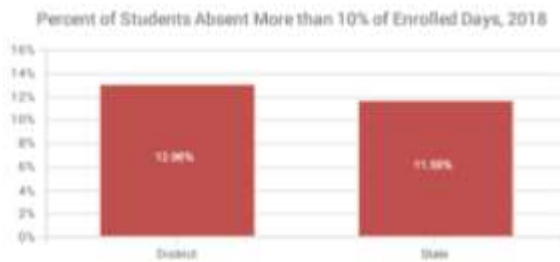**9th and 11th Grades ELA Milestones EOC 2-Year Comparison Data**

Third grade Milestones data for the last two years reveals a downward trend for five of the eleven elementary schools in the district. All five schools also performed below the state average in reading. Although there has been consistent growth once they enter middle school, students show a decline in reading scores in high school.

RCPS's data indicated a high percentage of students who are at risk of not graduating on time. Data revealed that 29% of current students failed 1 or more classes first semester, 212 of whom were seniors just months away from graduating. Failures directly impact a student's ability to graduate on time, and the high number of recent failures indicates a larger, systemic issue.

According to 2019 ELA Milestone data, more than 50% of ninth grade and eleventh grade students are beginning and developing learners. District averages for both courses were below the state average. The gap between the highest and lowest performing schools was 15 points in ninth grade, and 17 points in eleventh grade American Literature.

Other data considered, including high absenteeism, rising poverty rates and fewer physically fit students, reveals even more risk factors for not reading on grade level and less likely to graduate on time.

Percent of Students Absent More than 10% of Enrolled Days, 2018

Percent of K-3 Students Assigned Out-of-School Suspension, 2018

Percent of Students in Poverty, 2018

Percent of Students in Healthy Fitness Zone, 2018

Community-level data that relate to student literacy outcomes

Poverty

While the average household income for Rockdale County is $50,455, it is still well below the 20-county average of $56,970, and in the bottom 5 of the 20-county group. Per capita income in the City of Conyers is $17,386 compared to Georgia statewide city average of $26,678. Median family income in the City of Conyers is $37,597, while Georgia statewide is $61,328.

According to the American Community Survey (2012-2016), in the City of Conyers (Zip Code Tabulation Area 5 30012,) nearly 27% of the population is living below poverty level. Over 40% of those are children under 18 years old, with close to half of that number under five years old.
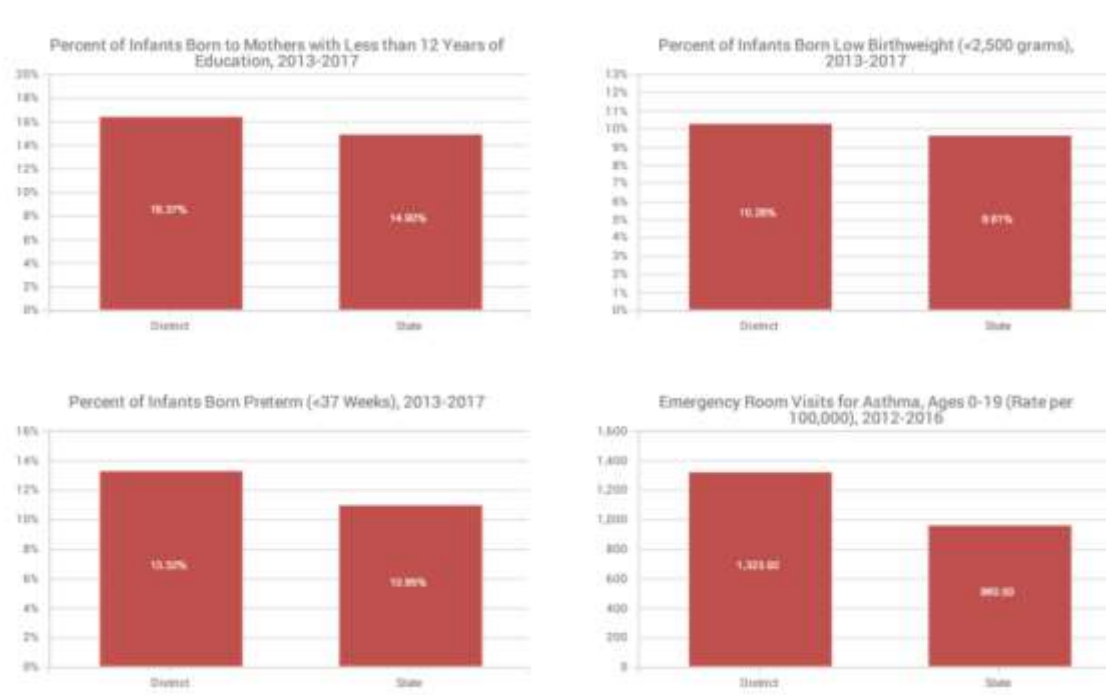
Crime in Feeder Band Areas

Feeder System 2 – nearly 400 incidents of criminal activity in the vicinity of the schools in the last six months. This includes theft, property crimes, violent crimes and substance abuse.

Feeder System 1 – Over 800 incidents in the last 6 months.

Child Health Data

Of concern to the Rockdale Literacy Team are the numbers of children entering school with possible challenges to their educational success.

Percent of Infants Born to Mothers with Less than 12 Years of Education, 2013-2017

Percent of Infants Born Low Birthweight (<2,500 grams), 2013-2017

Percent of Infants Born Preterm (<37 Weeks), 2013-2017

Emergency Room Visits for Asthma, Ages 0-19 (Rate per 100,000), 2012-2016

Areas of concern as they relate to the research-based practices

- Early language development forms the building blocks for third grade reading proficiency, a key determinant for middle and high school success, on-time graduation, and ultimately employment or post-secondary opportunities. (Georgia Partnership in Excellence in Education, Issue 3, 2020)
- Assessment data suggest a need for more targeted writing instruction that demonstrates for students, particularly in the elementary grades. (Georgia Partnership in Excellence in Education, Issue 6, 2020)
- Instruction of the writing process to allow students to become more proficient when writing independently. (Georgia Partnership in Excellence in Education, Issue 6, 2020)
- Assessment data suggest that students need instruction in using explicit reading strategies recommended in *The Reading Strategies* and *The Writing Strategies Book* by Jennifer Serravallo. (Georgia Partnership in Excellence in Education, Issue 6, 2020)
- Providing intensive, systematic, and differentiated literacy interventions such as Lexia and Language Live for students who read/write at a level significantly below grade is of highest concern (National Center for Education Evaluation, 2008).

Employment

Rockdale County has historically had a stable workforce; however, some schools have seen attrition rates triple what they were in 2017. With 21.7% of ELA teachers teaching out of field and inexperienced leaders making up 43% of the district's leadership, the frequency in teacher and leader turnover impacts RCPS literacy achievement. This lack of experience, coupled with

high teacher turnover, results in a lack of consistency of processes and expectations, negatively impacting student achievement.

Root Causes

The needs assessment and review of our literacy achievement data revealed the following needs and underlying root causes:

- Root Cause - Lack of a consistent, word-rich environment
- Root Cause - Difficult living conditions, including poverty
- Root Cause – Teachers are underprepared/undertrained to be fully effective
- Root Cause - Lack of parent engagement/involvement
- Root Cause - Limited access to basic healthcare
- Root Cause - Low family participation in school activities
- Root Cause - Low expectations for student performance
- Need - Knowledge and foundational skills to support teaching the reading processes
- Need - Knowledge of research-based reading intervention strategies
- Need - Activities and projects that require students to use critical research skills
- Need - Authentic integration of cross-curricular literacy strategies
- Need - Targeted writing instruction on the secondary level
- Need - Knowledge in creating quality literacy assessments
- Need – Increased opportunities to expose children to language from birth
- Need - Knowledge in analyzing data to provide both intervention and enrichment activities based on individual student needs
- Need – Proper physical assessments and response to needs (vision, hearing, dyslexia, etc.)
- Need - Professional learning opportunities to address reading skills
- Need - Rigorous daily instruction and exposure to complex texts

The district has taken the following steps to address the identified problems:

- Increased number of participants in the reading endorsement
- Participated in book studies that focused specifically on reading strategies
- Purchased two on-line reading platforms that provide a screener and intervention strategies
- Purchased SchoolNet to assist teachers in creating assessments
- Implemented instructional support to low performing elementary schools and all four middle schools

Although these steps have garnered some success, more intensive professional development and coaching support is critical to effectively address the root causes listed above.

Areas of concern related to research-based practices:

After completing a thorough needs assessment, the district identified several key areas of need:

1. Improve content mastery for all students

2. Improve climate ratings at all schools
3. Decrease achievement gaps
4. Increase participation in parent engagement events
5. Improve RTI for all populations

These five areas, ranked in order of priority, resulted in three overarching needs:

- Improve the weighted percentage of students performing at levels 2-4 on GMAS in content mastery.
  - Maintain a partnership with University of Georgia and MetroRESA to provide coaching support and professional development (Dooley, 2017)
  - Provide PL on teaching strategic reading comprehension strategies (National Center for Education Evaluation, 2010)
- Increase the total Star Climate Ratings in the 2020-2021 school year.
  - Provide PL that promotes the use of Universal Design for Learning in individual lessons as well as on assessments (Dooley, 2017)
  - Provide PL to promote more positive relationships with students (Fisher, Frey, & Hattie, 2016; Payne, 2009)
- Increase capacity of parental involvement/parent engagement.
  - Schedule more events that address the needs of the entire family. For example, District Parent Workshops, which are held twice a year, provide childcare and lunch for families who attend. (Dooley, 2017).
  - Provide literacy resources to parents to effectively support instruction at home through relationships with community partners (Dooley, 2017)

These three goals, and the identified root causes, served as the basis for the development of the district's L4GA grant project.

SECTION 4: Project Plan, Goals, Objectives, Outcomes, and Support

The district literacy plan is highly responsive to a rapidly changing high-need student population and increasing call for attention to personalized learning, with an overall goal of having a significant impact on improving student outcomes. The program will support the literacy plan and incorporate a customizable learning path that puts the needs of students first, honors each student as an individual learner, and recognizes that each student has a unique learning style, interests, aspirations, and challenges to learning. It is a deliberate framework that is informed by the research and Building Blocks in the "What" and "Why" documents, and blends professional development, comprehensive literacy assessments, a multi-layered RTI process, and cross-curricular literacy programming for students in eleven Rockdale schools (two feeder systems) and is infused into county-wide early learning programs.

Upon surveying school leaders and teachers at Feeder Band meetings during the planning process, all agreed that the new Lexile targets were of highest concern to them. The District concurs and has identified four goals to support literacy with the L4GA grant funding.

Goal 1: Increase the percent of students reading at or below grade level in grades 3-8 and 9 and 11 as measured on the ELA Milestone by 5%.

Table 10. 3rd Grade 3-year Lexile Comparison Data

Elementary Schools	3rd Graders at 650 SY17	3rd Graders at 670 SY18	3rd Graders at 670 SY19
BES	60.44%	50.53%	49.45%
CJH	44.24%	42.86%	50.38%
FSE	50.45%	38.52%	42.34%
HCE	47.27%	50%	41.84%
HTES	32.99%	54.55%	42.71%
JHH	44.44%	35.61%	44.44%
LES	63.78%	53.44%	56.07%
PCE	52.78%	34.29%	28.83%
PSE	38.78%	42.11%	35.71%
SCE	44.44%	38.26%	45.89%
SES	46.43%	39.53	46.51%
State	**48.81%**	**46.85%**	**48.29%**

Note: Schools in YELLOW are performing below the state expectation

Table 11. 5th Grade 3-year Lexile Comparison Data

Elementary Schools	5th Graders at 850 SY17	5th Graders at 920 SY18	5th Graders at 920 SY19
BES	58.33%	67.02%	66.36%
CJH	62.50%	52.41%	55.78%

FSE	57.26%	57.02%	55.46%
HCE	63.48%	68.46%	62.50%
HTES	54.81%	57.01%	52.83%
JHH	49.12%	50%	64.71%
LES	70.63%	67.08%	75.21%
PCE	48.70%	56.57%	61.68%
PSE	40%	49.57%	54.70%
SCE	55.12%	51.56%	61.43%
SES	62.16%	52.22%	46.23%
State	56.73%	54.69%	59.84%

Note: Schools in YELLOW are performing below the state expectation

Table 12. 8th Grade 3-year Lexile Comparison Data

Middle Schools	8th Graders at 1050	8th Graders at 1097	8th Graders at 1097
	SY17	SY18	SY19
CMS	50.33%	54.67%	64.40%
DMS	70.19%	72.47%	79.01%
EMS	56.57%	56.15%	65.47%
MMS	61.86%	58.93%	62.96%
State	63.74%	62.22%	63.16%

Note: Schools in YELLOW are performing below the state expectation

Table 13. 9th Grade ELA Milestones End of Grade 2-Year Comparison Data

High Schools	9th Graders performing below grade level	9th Graders performing below grade level
	SY18	SY19
HHS	21%	23%
RCHS	22%	22%
SHS	31%	31%
District	24%	24%
State	21%	17%
RESA	19%	17%

Note: Schools in YELLOW are performing below the state expectation

Table 14. 11th Grade ELA Milestones End of Grade 2-Year Comparison Data

High Schools	11th Graders performing below grade level	11th Graders performing below grade level
	SY18	SY19
HHS	29%	28%

RCHS	31%	34%
SHS	37%	43%
District	33%	34%
State	25%	25%
RESA	22%	22%

Note: Schools in YELLOW are performing below the state expectation

Goal 2: Improve teacher content knowledge, pedagogy, and evidence-based literacy practices.

Goal 3: Provide families and the community with extended opportunities to engage with literacy and supportive strategies.

Goal 4: Improve the fidelity of implementation of the PBIS framework to create positive learning environments.

IMPLEMENTATION PLAN

While the School Literacy Plans outline each school's specific implementation plan, there are key evidence-based components that will be consistent throughout the district.

Action Step	Timeline	Evaluation	Resources
Provide quarterly training on Building a Culture of Writing/Professional Learning for all content areas. (Goal 2 and 4)	October 2020- September 2021	Pre, mid and post teacher surveys (D)	PL Sessions (G)
Ensure instructional staff implement writing programs adopted by RCPS effectively in all grant schools. (Goal 2)	October 2020- September 2021	ThinkCERCA (F/S)	PL Sessions (G) Substitutes (G)
Create Teacher Cohorts to promote the literacy workshop model and provide ongoing district-wide professional development for all levels of educators and community partners (Goal 2)	October 2020 - ongoing	Survey (F/S)	PL Sessions (G)
Provide stakeholders with training on Social/Emotional supports to increase relationship building capacity and improve student behavior. (Goal 2 and 4)	October 2020- ongoing		PL Sessions (G)
Create an articulated writing curriculum for grades PK-12. (Goal 1 and 2)	October 2020 – September 2021 Updated as needed	Pearson writing data (F) ELA Milestone (S)	UGA writing consultants (G) MetroRESA consultant (G) Stipends (G)

Implement a coaching cycle to improve literacy instruction in all content areas. (Goal 2)	October 2020-September 2021 (annually)	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivel cameras (D)
Conduct classroom observations to inform professional learning on reading and writing instruction. (Goal 2)	October 2020-September 2021 (annually)	Coaching notes (F) Lesson plans (F)	UGA literacy consultants (G) District staff (D) Building admin (D)
Conduct surveys following all PL sessions to determine effectiveness. (Goal 2)	As needed	PL agendas (F) Surveys (S)	District staff (D)
Purchase updated materials for classroom libraries and media centers to provide access to more complex text in all content areas. (Goal 1 and 3)	October 2020-ongoing	Media center usage reports (F)	Various vendors (G)
Conduct Summer Literacy Workshops to support students with completing a summer reading assignment. (Goal 3)	Summer 2021 and annually		District staff (D) Building admin (D)
Conduct the STAR Reading/STAR Early Literacy Inventory for all grant schools (grades K-12). (Goal 1)	October 2020-ongoing (3x per year)	STAR Reading Inventory (F/S) Milestone EOG/EOC (S)	STAR Reading Inventory (G)
Conduct Saxon Assessments training and data analysis support (grade K-2). (Goal 2)	January 2021-ongoing	Saxon (F)	Substitutes (G) PL Sessions (G)
Implement monthly face-to-face and virtual Literacy Camps for all grant schools. (Goal 1 and 3)	October 2020-September	STAR Reading(D)	Stipends (G)

	2021 (annually)		
Implement quarterly Literacy Parent Sessions for all grant schools. (Goal 3 and 4)	October 2020- September 2021 (annually)	STAR Reading(D)	Stipends (G)

Grant partners will be strategically embedded throughout implementation via:

- Coaching support
- Professional learning on reading and writing strategies
- Assistance with root cause analysis
- Assistance with data analysis
- Vertical alignment of K-12 writing curriculum
- Professional learning on literacy strategies
- Evaluation and assessment of rigor instruction and assessment
- Family literacy support
- Communication with stakeholders
- Wraparound support services for families
- School reading partners for K-5 school

Rockdale County Public Schools

Rockdale County Public Schools (RCPS), a PK-12 public school system located in Conyers, Georgia, serves more than 16,000 students in 22 schools. Located just southeast of Atlanta, Rockdale County is a unique mixture of families who have been in the district for generations and a significant transient population. A high-need school system, RCPS is a 100% Title I eligible district comprised of 88.5% minority and 72% economically disadvantaged students. Rockdale County is ranked #7 in Georgia for highest foreclosure rates at 1 in every 1,444 per RealtyTrac. Consequently, these children –and their parents –suffer from a lack of nutrition, medical care, and counseling or career services due to economics. These conditions have a great impact on how they learn. Historically a high-performing school district, the district has experienced a downward trend in academic achievement in recent years, creating an urgent need for additional supports for students and families. Schools targeted for services form two high-need Birth -12 feeder systems and demonstrate significant deficits. All elementary schools in both feeder systems house a Pre-Kindergarten classroom. The Birth-5 community is coordinated through the RCPS Early Learning Center (ELC).

The program will leverage district, community, and grant resources to extend and expand academic intervention and enrichment services to students and parents in the identified feeder systems. By providing students with hands-on, project-based learning opportunities theL4GA project will increase achievement and close the achievement gap for various subgroups, increase positive behaviors, health and social emotional well-being, and improve parent engagement.

In Rockdale County, the 2018 population was 89,011 with 30% of its residents under 19 years old. Demographically, Rockdale County and its only incorporated city, Conyers, are majority minority.

Community Demographics

	CONYERS	ROCKDALE	GEORGIA	NATION
WHITE	22%	33%	53%	61%
BLACK	59%	52%	31%	12%
HISPANIC	14%	10%	9%	18%

While the average household income for Rockdale County is $52,349, it is still well below the 20-county average of $55,679, and in the **bottom five** of the 20-county group. According to the American Community Survey, in the City of Conyers (Zip Code Tabulation Area 5 30012,) nearly 29% of the population is living below poverty level. Over 41% of those are children under 18 years old, with close to half of that number under five years old.

Within the City of Conyers, those who are employed work primarily in the retail, food services and health care sectors, while unincorporated Rockdale County residents hold manufacturing, construction and food service jobs. 14% of Rockdale residents age 25+ have less than high school education and another 31% have only high school (2011-2015 average.) That equates to nearly half of people over 25 years old having **zero post-secondary education.**

LEA-Partnership Partners

P-20 Partners

RCPS and its partners have created an intentional strategy that supports both teaching and learning. This multi-pronged partnership will bring a strong structure of resources, expertise and opportunities to our district's teachers. Their great variety of wrap-around supports for students, teachers and families will add tremendous value and depth to the program, not to mention access to additional resources.

These partners have been instrumental throughout the needs assessment and writing process, and their continued involvement in various aspects of the grant project will be invaluable to the effectiveness of the program.

LEA Partnership - Key Partners

Partner	Role	Contact	Title	Contact Information
Metro RESA	Literacy Task Force	Kelley York	ELS Consultant/ LDC Specialist	Kelley.york@mresa.org
University of Georgia	GIHE/P-20	Dr. Donna Alvermann	Distinguished Research Professor	Dalverma@uga.edu
Rockdale Coalition for Children and Families (RCCF)	Community/ Georgia Family Connection	Michael Hutcheson	Executive Director	Director@rockdalecoalition.org
RCCF Health SafetyNet	Community Partner Network	Sandra Jackson-Lett	Coordinator	Sandra@rockdalecoalition.org
Restoration Storehouse	Community Partner Network	Ron Fairley	Executive Director	rfairley@restorationstorehouse.org

To ensure students are college- and career- ready, partners will help the district reach its literacy goals by playing an active role within the established network of learning supports such as mentoring, training, and tutoring. Rockdale County is a proposed "Get Georgia Reading Community" and is not a recipient of a GOSA Community-building grant.

Feeder Systems Identified

According to the 2020 Edition of the Georgia Partnership's Top Ten Issues, literacy impacts all segments of the birth-to-work pipeline. The L4GA grant award will enable RCPS to support to the lowest performing schools to bring them closer to the high performing schools in the district.

The District Literacy Team has completed a comprehensive needs assessment and determined that two feeder systems will be targeted with this application.

Feeder System 1 (FS1) - Five schools plus the Early Learning Center:

Birth – 5: RCPS Early Learning Center – 3- and 4-year old students, First Steps and Parents as Teachers program, connection to community childcare providers

Pre-K/Elementary School: Flat Shoals (FSE), Peek's Chapel (PCE), Honey Creek (HCE)

Middle School: Memorial Middle (MMS)

High School: Salem (SHS)

Feeder System 2 (FS2) - Six schools plus the Early Learning Center:

Birth – 5: RCPS Early Learning Center – 3- and 4-year old students, First Steps and Parents as Teachers program, connection to community childcare providers

Pre-K/Elementary Schools: Hightower Trail (HTE), Pine Street (PSE), C. J. Hicks (CJH), Shoal Creek (SCE)

Middle School: Conyers Middle (CMS)

High School: Rockdale County (RCHS)

Spring 2019 Milestone ELA EOG: Percent Beginning Learner Levels

School	3rd Grade (2019)	4th Grade (2019)	5th Grade (2019)	3rd Grade (2018)	4th Grade (2018)	5th Grade (2018)	3rd Grade (2017)	4th Grade (2017)	5th Grade (2017)
FSE (FS1)	29.0%	25.6%	21%	42.1%	40.4%	21.8%	29.7%	30.6%	26.0%
PCE (FS1)	54.9%	38.7%	21.5%	46.2%	32.7%	25.5%	25.7%	34.0%	32.2%
HCE (FS1)	34.3%	20.7%	19.8%	29.7%	27.6%	16.4%	32.7%	18.5%	20.2%
SCE (FS1)	32.4%	33.8%	24.6%	43.6%	33.3%	23.3%	37.1%	26.2%	29.9%
CJH (FS2)	30.1%	41.1%	21.9%	43.2%	28.9%	24.8%	33.9%	23.3%	22.8%
HTE (FS2)	33.3%	16.2%	27.4%	19.4%	39.6%	25.4%	33.3%	25.2%	28.8%
PSE (FS2)	40.9%	21.0%	28.1%	41.2%	35.5%	23.7%	34.0%	23.7%	31.0%
District	33.5%	26.1%	22.3%	34.9%	27.6%	21.0%	29.0%	22.6%	23.9%
State	29.7%	26.8%	26.1%	30%	28.8%	20.5%	29.7%	26.8%	26.1%

Spring 2019 Georgia Milestone ELA EOG: Percent Beginning Learner Levels

Schools	6th Grade (2019)	7th Grade (2019)	8th Grade (2019)	6th Grade (2018)	7th Grade (2018)	8th Grade (2018)	6th Grade (2017)	7th Grade (2017)	8th Grade (2017)
MMS (FS1)	28.3%	33.8%	21.9%	45.7%	39.9%	20.3%	37.4%	37.5%	24.4%
CMS (FS2)	27.2%	29.3%	23.1%	39.3%	39.5%	27.7%	37.6%	34.4%	33.8
District	23.5%	27.8%	17.9%	36.0%	34.5%	23.1%	32.0%	34.3%	23.1%
State	26.0%	28%	20%	31.5%	28.8%	21.4%	30.0%	28.8%	20.5%

While both MMS and CMS showed improvement on the Milestones from the 2019 administration, the CCRPI data reveals deficits in our subgroup populations.

Spring 2019 Georgia Milestone ELA EOC: Percent Beginning Learner Levels

School	9th Grade Lit. (2019)	American Lit. (11th) (2019)	9th Grade Lit. (2018)	American Lit. (11th) (2018)	9th Grade Lit. (2017)	American Lit. (11th) (2017)
SHS (FS1)	28.5%	36.4%	46.4%	73.3%	21.1%	24.5%
RCHS (FS2)	18.2%	28.3%	*	52.9%	18.8%	19.6%
District	20.4%	28.3%	48.5%	50.7%	17.7%	20.5%
State	13.4%	20%	18.0%	23.8%	15.8%	18.6%

*Georgia Department of Education does not report on fewer than 15 students.

Both RCHS and SHS showed improvement on the Milestones from the 2019 administration, but they continue to perform below the state percentages.

Climate ratings for each school involved and the status of PBIS implementation

Feeder Pattern 1		
School	Climate Rating	PBIS Implementation
FSE	4 4	Installing SY18 Year One, SY 19
HCE	4 4	Installing SY 18 Year One, SY 19
PCE	3 3	Installing SY18 Year One, SY 19
SCE	4 5	Installing SY 18 Year One, SY19
MMS	4 4	Training SY18 Year One, SY19
SHS	5 4	Training SY18, Year One, SY19

Feeder Pattern 2		
School	Climate Rating	PBIS Implementation
CJH	4 4	Installing SY18 Year One, SY19
HTES	4 5	Installing SY18 Year One, SY19
PSE	4 4	Installing SY18 Year One, SY19
CMS	4 4	Training SY18, Year One, SY19
RCHS	4 4	Installing SY18 Year One, SY19

Student literacy/ELA outcomes of the feeder system

Using a variety of data, including Lexile scores, CCRPI scores, and overall achievement trend data, the district identified two feeder patterns for the L4GA project. At the elementary level, the schools identified showed some growth; however, the they are performing significantly below the state's Lexile targets.

At the middle school level, Memorial Middle showed a downward trend in Lexile scores, and Conyers Middle showed growth, however, both middle schools are performing below the State target of 1097.

At the high school level, Salem High School showed an increase in student Lexile growth, while Rockdale High School declined, even though there is an embedded gifted program (Rockdale Magnet School for Science and Technology), which in years past has contributed to the school meeting or exceeding the state performance target. Despite the growth in 2019, both high schools scored below the state's Lexile performance target of 1285.

Lexile Levels 3-year Comparison Data - Critical deficits at all target schools.

School	3rd Grade (2019)	3rd Grade (2018)	3rd Grade (2017)
FSE (FS1)	458.2	432.9	421.4
HCE (FS1)	310.1	263.9	275.7
PCE (FS1)	259.3	320.0	350.7
SCE (FS1)	439.7	457.7	454.5
CJH (FS2)	342.7	316.7	310.5
HTE (FS2)	411	423.3	394.6
PSE (FS2)	328.1	346.1	307.6
State Target	670	670	650
	8th Grade (2019)	8th Grade (2018)	8th Grade (2017)
MMS (FS1)	885.5	906.0	893.3
CMS (FS2)	988.7	963.4	525.0
State Target	1097	1097	1050
	11th Grade (2019)	11th Grade (2018)	11th Grade (2017)
SHS (FS1)	993.0	989.4	810.4
RCHS (FS2)	1,190	1,203	812
State Target	1285	1285	1275

According to the CCRPI trend data, the identified elementary schools scored below the state target of 77.8 in 2018 and below the state target of 77.1 in 2019. Although some schools met the state target of 64.05 in 2018 for ELA Content Mastery, most of the schools did not meet the target. In 2019, the state target for ELA Content Mastery was 65.17, only three of the identified schools met the target. In the area of Reading Readiness only two of the identified school met the state target of 50.65 for 2018 and 53.24 for 2019.

Memorial Middle performed just above the state on the CCRPI ratings while Conyers Middle scored just below the state target. This growth is commendable, but ELA Content Mastery falls well below the state target of 66.27. In terms of Reading Readiness, the two middle schools also missed the mark and fell well below the state target. The areas for Content Mastery and Reading Readiness are critical to continued growth and present specific areas of concern. In utilizing the two data points, the district selected the feeder patterns connected with CMS and MMS.

Despite a slight increase at each of the high schools, the CCRPI scores for SHS (61.1) and RCHS (70.6) highlight a trend of significantly low performance. Additionally, in the areas of ELA Content Mastery and Reading Readiness, SHS (52.2, 48.39) and RCHS (67.47, 58.35) also performed well below the state's average (75.22).

In comparing current elementary and middle school performance to that of past years, the district's high schools are poised to see a decline if we are not able to reverse this negative trend in achievement in the coming years.

CCRPI, ELA Content Mastery and Reading Readiness 2-year Comparison Data

School	CCRPI (2019)	ELA Content Mastery (2019)	Reading Readiness (2019)	CCRPI (2018)	ELA Content Mastery (2018)	Reading Readiness (2018)
FSE (FS1)	64.4	66.0	50.15	71.5	59.95	49.69
HCE (FS1)	63.0	67.77	54.46	75.2	67.77	54.46
PCE (FS1)	56.8	48.84	41.39	60.2	48.84	41.39
SCE (FS1)	67.3	60.21	50.13	63.5	56.50	45.59
CJH (FS2)	65.7	58.94	46.35	58.4	57.29	45.83
HTE (FS2)	73.4	66.32	53.29	75.8	62.25	54.88
PSE (FS2)	65.2	58.93	45.43	75.1	53.95	44.95
State Target	**77.1**	**65.17**	**53.24**	**77.8**	**64.05**	**50.65**

	CCRPI (2019)	ELA Content Mastery (2019)	Reading Readiness (2019)	CCRPI (2018)	ELA Content Mastery (2018)	Reading Readiness (2018)
MMS (FS1)	73.5	58.87	55.96	59.2	51.09	49.21
CMS (FS2)	71.9	58.47	53.69	67.0	50.05	48.81
State Target	72.1	66.27	61.12	76.2	62.76	59.91

	CCRPI (2019)	ELA Content Mastery (2019)	Reading Readiness (2019)	CCRPI (2018)	ELA Content Mastery (2018)	Reading Readiness (2018)
SHS (FS1)	61.1	52.02	48.39	62.6	40.09	38.98
RCHS (FS2)	70.6	67.47	58.35	68.2	64.2	57.88
State Target	77.0	75.22	67.02	75.3	70.38	62.86

Community Partners

There are many local community assets that exist to support families and children in Rockdale County who partner with the school district to coordinate services. Among them are the Rockdale Coalition for Children and Families (Georgia Family Connection) and the Heath SafetyNet (One Heart Ministries, Rockdale Emergency Relief, Prevent Child Abuse Rockdale, Mercy Heart Clinic, Rockdale Autism Support Group, DFCS, Health Department, etc.). These two key community groups will provide strong support in preventing youth substance abuse, infusing the "40 Developmental Assets" and increase healthcare access for medically uninsured and/or underserved.

Restoration Storehouse is another network of community organizations who with work with our families to offer wraparound services such as legal assistance, job training and workforce development, emergency assistance, medical support, translation services, basic needs, etc. Many of the supports that will relieve the burden from parents and allow them to focus more on their children.

Other community partners include Phoenix Pass (transitional housing), Rockdale Fire Department, Kiwanis, and Nancy Guinn Library, and the Rockdale Parks and Recreation Department. They will provide supportive services that address the whole child and families. They will also join our Literacy Team to bring new opportunities to read and explore language by distributing new books, by reading in classrooms, playgrounds, doctor's offices, hospitals, and by further reinforcing the strong literacy foundation our staff strives for every day.

The District is pleased to continue to offer families opportunities for growth and support through the Parent Academy – a community supported day of workshops, guest speakers, common ground and respite for our parents. Offered twice per year, it is a well-respected, well-attended event that will be promoted to the L4GA parents.

Finally, the Be Bright, Eat Right (BBER) summer meal program has helped to distribute books to students in these attendance zones for the past 3 years. In the summertime, the BBER program serves lunch to more than 1,000 children every day as they struggle for consistent access to food when school is not in session. Most of these same children do not live in print-rich environments and books are oftentimes not available to them. The BBER buses are a trusted community source of both food, sometimes hygiene products, nutrition education, and, with support, books. The district hopes this will evolve into a book mobile that will follow the BBER buses into the neighborhoods and become a stronger source of year-round literacy support.

District Team

RCPS has a comprehensive and coherent reform vision that will 1) ensure educational equity; 2) accelerate student achievement by supporting each student's unique learning needs and individual interests; and 3) help each student achieve his or her greatest potential through a wide variety of strategies, supports and resources that are appropriate to his or her interests, abilities and learning styles. RCPS understands that this requires thoughtful, intentional planning and movement toward its goal of increasing literacy, and has identified the practices, policies, supports, systems and technologies needed to reengineer participating schools.

Current District Team

- Dr. Terry Oatts, RCPS Superintendent, will offer oversight and expertise to the grant.
- Ms. Shirley Chesser, RCPS Chief Academic Officer, will offer oversight and expertise to the grant.
- Dr. Sherri Freeman, Secondary Assistant Superintendent, Ms. Kimberly Hunter, Middle School Assistant Superintendent, Dr. Nadine Campbell, Elementary Assistant Superintendent, and Dr. LaSharon McClain, Elementary Assistant Superintendent will offer oversight and expertise to the grant.
- Ms. Andrea Pritchett, RCPS Director of Curriculum and Instruction, will facilitate efforts to engage partners and exchange information with the community.
- Dr. Sha'Ronda McRae, RCPS English and Language Arts Coordinator, will serve as district level project manager.
- Ms. Shauna Miller, RCPS Early Learning Coordinator, will ensure that our youngest learners and providers receive the services they need county-wide.

- Ms. Faneshia Bolds, Ms. Donna Malone and Ms. Charlene McGlockling, RCPS District Literacy Coaches, will provide content support to participating schools.
- An L4GA Support Specialist will be identified once the project begins and will provide technical support to participating schools, coordinate district level grant activities, complete reporting and monitoring tasks, and work with school sites to ensure continuous improvement.
- All schools will implement their own grant programs with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.
- Mr. Michael Rotjan, Data Support Specialist, will provide coordination of data sources and updates.
- Mr. Michael Mauriello, Director of Professional Learning, will provide oversight of district-level learning, consultants, record-keeping, and training logistics.
- Ms. April Fallon, Director of Community and Student Support, offers the project guidance for all PBIS activities and social/emotional interventions.
- Ms. Peggy Lawrence, Director of Food Services, has committed to partnering with the grant schools to provide access to print materials through a summer lunch program.

All of the schools in the two feeder bands have assembled their own Literacy Teams and, with guidance from district Literacy Coaches and ELA experts, have conducted their own needs assessments, surveyed their teachers/parents/students/communities, and crafted strong, customized school literacy plans to address each site's unique gaps. The district team gathered school teams together several times during the planning process for work sessions and sharing of ideas.

Plan for a routinely engaging childcare providers, community and P-20 partners

In addition to current partners, the District Team will regularly convene with and continue to identify relevant stakeholders to become part of the team and will share the literacy vision with the community. The Team will continue to use a variety of social media platforms to involve community members and parents in literacy efforts and reach out to those who are not currently involved.

The RCPS Early Learning Center (ELC) already communicates regularly with the childcare providers in the county. Providers are included in surveys to determine needs, interests and ideas; invited to professional development opportunities; provided information about school activities and events (Parent Academy, kindergarten camps, etc.) The ELC shares educational materials from Parents as Teachers and Great Start Georgia. Within the ELC, the **First Steps** Coordinator maintains a community resource guide for families with young children that is shared county-wide. The District's strong, model **Parents as Teachers** program maintains the connection with Rockdale's smallest learners. Childcare providers will be included in communications regarding the L4GA grant activities and invited to participate in educational opportunities.

The RCPS Reads Project has a strong P-20 partnership that includes research-practitioner and literacy faculty partners from the University of Georgia. Their support is embedded throughout

the Implementation Plan and will play a key role in building capacity and driving quality to ensure long-term sustainability of the program.

The Rockdale LEA Partnership firmly believes that the collaborations will gain strength by ensuring that the information is not only shared among partners, but also with the community. All partners and the district team are committed to meeting at least three times per year to analyze and utilize data for decision-making purposes. The goals and expectations of the grant will be reviewed annually with the partners and team. Routine and regular communication between all members will be maintained by the program Support Specialist throughout the grant period and beyond. Partners will use their networks to redeliver relevant information to their stakeholders to ensure widespread communication of project updates.

SECTION 2: LEA-PARTNERSHIP MANAGEMENT PLAN AND KEY PERSONNEL

The decision to apply for the L4GA Grant was made only after discussion with all school leaders, school staff and district level personnel. Together with partners, the team fully vetted district needs and subsequent commitment and implementation requirements. The system is committed to implementing, monitoring, and sustaining the grant with integrity and fidelity. Grant funding will provide a vehicle to support many of the needs identified in the Comprehensive Needs Assessment (CNA) and to achieve the goals outlined in the district's strategic plan. The implementation, monitoring, and reporting of goals and objectives in the grant will ultimately be managed at a district level through the Office of Teaching and Learning. The chart below indicates those individuals involved in the district level processes.

Responsibility	Personnel	Contact Information
Purchasing	L4GA Support Specialist; Marki Dixon, Purchasing Manager; and Lisa McMillan, Finance Reporting Manager, Bryan Stephens, Director of Business Services	bstephens@rockdale.k12.ga.us
Finances	Keith Hull, Chief Financial Officer	kehull@rockdale.k12.ga.us
Professional Learning	Michael Mauriello, Director of Professional Learning	mmauriello@rockdale.k12.ga.us
Technology	Derek Fort, Director of Technology	dfort@rockdale.k12.ga.us
Assessment	Laura Grimwade, Director of Research, Assessment and Accountability	lgrimwade@rockdale.k12.ga.us
Site Level Oversight	Principals, Literacy Teams	various
District Level Oversight	Dr. Sha'Ronda McRae, ELA Coordinator L4GA Support Specialist (TBD)	smcrae@rockdale.k12.ga.us
District Level Communications	Cindy Ball, Chief of Strategy and Innovation	cball@rockdale.k12.ga.us
PBIS and Student/Family Support Programs	April Fallon, Director of Community and Student Support	afallon@rockdale.k12.ga.us
Family Engagement	Tonya Bloodworth, Director of Family Engagement	tbloodworth@rockdale.k12.ga.us
Birth-5, Early Learning and Pre-K	Shauna Miller, District Early Learning Coordinator	smiller2@rockdale.k12.ga.us

School literacy teams will be comprised of teachers representing all grade levels and content areas, as well as administrators. Agendas and meeting minutes will be kept for both school and district meetings.

The L4GA Support Specialist will be responsible for managing the grant operations, implementing related activities, coordinating relevant meetings, preparing and/or disseminating information and surveys to schools and administrators as an evaluation tool to determine project success and needs for improvement, collaborating with district and school level administration in all program implementation(s), collaborating with partners on relevant activities, establishing a plan to ensure sustainability of grant initiatives, establishing goals and objectives of the grant that are aligned with the philosophy within the RCPS strategic plan, overseeing funding for the grant, and collecting and analyzing data to ensure and evaluate the quality of the implementation of the service learning program.

At the building level, each school principal will be responsible for overseeing the grant at his/her school. The Support Specialist and District Literacy Team will meet as soon as the grant is awarded to prioritize needs, create budgets, and confirm timelines for plan implementation. Specific budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and by the RCPS L4GA Support Specialist. Established procedures for internal control for federal programs will be followed. All school coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Team. L4GA goals and plans will be integrated into our school improvement plans and our system strategic plan.

Having received the Striving Readers Comprehensive Literacy Grant as part of Cohort 5, RCPS understands the importance of a cohesive grant management and implementation team. Dr. Sha'Ronda McRae will support the grant's activities. Dr. McRae will work alongside Mrs. Shauna Miller, the Coordinator of Early Learning, to ensure a consistent implementation across all schools and the two identified feeder patterns.

Oversight and coordination of the Birth-5 component will be provided by Shauna Miller, who holds a Specialist's Degree in Educational Leadership, a Master's in Reading and Literacy, and a Bachelor's Degree in Early Childhood Education. She has been the Early Learning Coordinator since 2013, where she provides oversight of all RCPS Early Learning Services including operating the Early Learning Center, overseeing Parents as Teachers, and Project Director for all GA Pre-K Classes. She currently serves on the board for several community agencies and the Georgia English Learners' Coalition. Shauna is currently responsible for the management and oversight of multiple grants awarded to Rockdale County.

Rockdale County Public Schools oversees an annual budget of approximately $129 million including federal, state, and local funds. As one of the only school systems in Georgia to continue to operate debt-free, RCPS has a well-established internal and external structure for successfully managing large projects as evidenced by its career academy (the largest in the state of Georgia,) virtual campus, Georgia Race to the Top grant, Safe Schools/Healthy Students federal grant, Math-Science Partnership grants, Readiness and Emergency Management for Schools federal grant, Governor's Office Innovation Fund grant and year-round pre-kindergarten Early Learning Center model. RCPS has managed partnerships of similar size and scope, through a participatory planning process with all partners – more specifically, the STARS project (Safe Schools/Healthy Students) brings together community members to create a "Support Team for All Rockdale Students". Additionally, Rockdale County is the birthplace of the Georgia System of Care Model – a network of community partners creating a menu of comprehensive, needs-based wrap-around services for children and their families. Additionally, as a result of sound budgeting and community support/confidence, students are benefitting from enhanced learning opportunities through technology, school safety and improved facilities funded by the fourth E-SPLOST referendum.

These multimillion-dollar projects involve large-scale compliance, fiscal, personnel, purchasing and program management activities, and included a variety of evaluative and auditing processes. RCPS also uses a continuous improvement model to ensure the projects are high-quality and operating with fidelity. The proposed activities will be managed within this structure, using existing internal and external groups for communication and feedback to meet stakeholder needs.

RCPS has no audit findings in the last three years to report.

SECTION 7: Resources, Strategies and Materials to Support Implementation of the Literacy Plan

L4GA funds will support the development and implementation of school literacy project plans in alignment with funds they receive from the state and federal government, including Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965, as amended, and, as appropriate, under the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006. L4GA funds will supplement, not supplant, existing school and district efforts to increase student achievement. The District will help districts to identify appropriate evidence-based programs at each grade level that can be used to complement and support literacy goals.

L4GA funds will address the needs identified in the root cause analysis. The funds will support the effective implementation of the literacy plan that will increase student achievement district-wide for students in kindergarten through 12th grade; as well as children aged birth through 5 years old. The categories in which funds will be utilized include assessment program, instructional software and classroom resources, technology, ancillary support, professional development, print materials, community activities, and grant management.

Resources Needed to Implement the Literacy Plan

Evidence-based literacy instructional materials

- Professional learning –consultant fees, stipends, or release time (subs), and materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center
- Updated reading materials for the media center and classroom libraries
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Grant administrator/district-based literacy specialist
- Parent education and family involvement activities
- Online databases to support and enhance student research
- Scheduled time for intervention
- Formative assessment in writing
- Writing Lab

Activities that Support Classroom Practices

- Creating a word and print rich environment for all children
- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Collaborative grade-level and subject-level planning including resource staff (school-wide and county-wide)
- Building level professional learning at faculty meetings

- Strategies needed to support student success
- Strategies for increasing student engagement
- Scholastic Reading Inventory –full use of data
- Effective use of flexible grouping based on formative data
- Writing in all content area classes
- Activities that support literacy intervention programs
- Supporting all diagnostic services crucial to learning – vision, hearing, dyslexia, etc.

Professional Learning

Professional learning is the cornerstone for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.

- Training on the analysis of Scholastic Reading Inventory data
- ThinkCERCA training for teachers, coaches and leaders
- Training on Pearson textbooks and online curriculum resources
- Travel expenses for conferences and training
- Reading strategies
- Writing instruction across content areas
- STAR 360 training on needs-based grouping, understanding Lexiles and matching readers to texts
- Strategies for student engagement and motivation
- Integration of technology in instruction (especially for student collaboration and production)
- Literacy across all content areas
- Effective data usage for planning instruction, implementing interventions, and monitoring student progress
- Interventions for all tiers of RTI
- Differentiation and small group instruction
- Other learning opportunities as identified

Response to Intervention

Rockdale County Public Schools recognizes systematic weaknesses in the Response to Intervention (RTI) process. Efforts are necessary to ensure the consistency of assessment administration and the effective use of data to inform instruction. For the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.

Personnel

- Tutors

- Substitutes
- Consultants
- Trainers

How technological tools will support curricular and communication objectives and be supported through professional development

Technology and use of technology are being reimagined in Rockdale County. All requested resources will be supported by the district's one-to-one device initiative, eliminating the need to purchase or share devices.

RCPS believes that preparing students to succeed in the 21st century and to compete in a global community requires digitally literate students with strong critical-thinking and problem-solving skills connected with the world around them. RCPS's Learning Reimagined initiative allows students to develop skills in the classroom and, in some cases, practice those skills in the home. The one-to-one device program is a key component of RCPS's Learning Reimagined initiative, which strives to transform teaching and learning throughout the district. Providing our students with access to digital devices empowers students to become thoughtful producers, collaborators and evaluators of information. Most importantly, the students will develop the skills they need to become engaged, digitally responsible citizens ready to compete in today's technology infused society.

Rockdale County Public Schools and the L4GA participating schools have set goals for an increased percentage of students scoring at or above required Lexile levels. For this to be accomplished, the addition of digital resources, with unlimited licenses across the multiple grade levels, apps for personal computer use, as well as electronic texts to promote student engagement and to support the learning process, are necessary. Online resources and intervention materials to support instruction based on identified student needs would need to be acquired. To provide the most accurate intervention plans, RCPS will purchase additional screeners to monitor student progress across all grade levels.

The L4GA grant will provide a coherent series of opportunities for professional learning that is targeted to both schools and individual needs. It will be offered online, face-to-face, through PLCs for ongoing feedback and reflection, and via coaching. Our P-12 collaborative will help us assess the effectiveness of our work. We will build the capacity of our staff and leverage these activities to create a development plan that is sustainable long-term. It is important that we offer professional learning via a variety of platforms to make it accessible to all staff on-demand using technology. We will also ensure that the opportunities include training on effective use of the programs being incorporated into literacy plans.

SECTION 10: Budget Summary

A comprehensive review of literacy efforts allowed the District Literacy Teams to identify and assess student, staff and family needs. Data and available resources have been analyzed, partner assets have been leveraged and plans are made to utilize funding from the L4GA Grant. Literacy needs to be funded through the grant are outlined below. The budget provided will assist Rockdale County Public Schools and participating schools in addressing the areas of concern identified by the comprehensive needs assessment.

The total requested budget will provide services to nearly 11,000 children at an estimated $400 per student over 5 years.

Birth – 5: 500 children - $200,000

PreK-5: 4,900 students - $1,960,000

6-8: 1,800 students - $720,000

9-12: 3,250 students - $1,300,000

Total estimated budget: $4,180,000.00 over the five-year grant period.

Curriculum Needs (20%): To meet students' literacy needs across the curriculum, grant funding will be used to purchase the following items:

- Leveled texts for classrooms and media center across all content areas
- Consumable materials
- New curriculum aligned with GELDS standards
- Instructional Technology Applications aligned with standards

Professional Learning Needs (40%): Professional learning is key to providing students with effective literacy instruction. Staff members, including teachers, paraprofessionals, and administrators, must have adequate training to effectively provide and monitor literacy instruction. While initial training is imperative to the successful implementation of any new initiative, follow-up staff is also vital in the sustainability of initiatives.

- Consultant fees
- Instructional materials for training
- Stipends for off-contract training
- Funding for substitutes

Response to Intervention (15%): Rockdale County Public School System recognizes a lack of uniformity in the implementation of the Response to Intervention (RTI) process across the district. Consistent and effective use of data to inform instruction and the application of intervention strategies to improve student learning must be a constant effort. For the RTI process to truly impact student learning and achievement, teachers and interventionists must be provided ongoing professional learning and support.

- Screening and assessment tools including DP-3, PALS-Pre-K, PPVT4 and CLASS

- Intervention resources, materials, and programs
- Progress monitoring tools

Personnel Needs (5%): A grant support specialist will be necessary to monitor funding and implementation. Additionally, some locations will use funding for tutors and substitutes.

Evaluation, Analysis and Assessments (10%): Progress monitoring at the district and building levels throughout the grant and communication with community, parents and stakeholders.

Technology Needs (10%): While the L4GA grant is not a technology grant, the innovative use of technology will promote student engagement and motivation while also enhancing instruction. Rockdale County Public School System is committed to providing students with 1-to-1 technology, however, the L4GA grant will allow Rockdale County Public School to provide students with access to technology to support and enhance literacy instruction and to increase student engagement.

- Communication tools for students, parents and teachers
- Online databases
- Website support for communicating with all stakeholders about the L4GA program
- Software (such as online reading programs)
- Instructional Technology Applications aligned with standards
- Digital tools and resources for students

Though not specifically reflected in this District-level overview, all school budgets will dedicate a minimum of 5% of their budgets for community outreach, literacy workshops, parent education, etc.

College of Education
Department of Educational Theory and Practice

February 10, 2020

Ms. Julie Morrill
Program Manager, L4GA
Georgia Department of Education

Dear Ms. Morrill,

It is with great enthusiasm that I provide my support of Rockdale County Public School's proposal for the Georgia Department of Education's Literacy for Learning, Living, and Leading in Georgia (L4GA) grant.

Rockdale County is building upon the lessons learned during their participating in Cohort 5 of the Striving Readers Comprehensive Literacy grant. Specifically, I appreciate their efforts to bring university partners, such as myself as the Co-Director of the Red Clay Writing Project, into the planning process to inform their decision-making about research-based strategies. I look forward to working with Rockdale County to bring their plans to fruition, to improve literacy skills for all students, and to consider how our work together might inform my teacher preparation courses.

I have committed to partnering with Rockdale County Public Schools on the creation and implementation of their L4GA grant project, specifically in the following areas:
- Data analysis and root cause analysis
- Providing feedback on the grant application
- Providing professional learning on writing strategies
- Providing professional learning on reading strategies
- Working with district teachers and staff to create a vertically-aligned K-12 writing curriculum
- Providing additional coaching support for teachers through working with Teacher Consultants from the Red Clay Writing Project
- Providing professional learning for content area teachers on literacy strategies
- Working with the district's teachers to evaluate and increase the level of rigor (DOK) in instruction and assessment
- Use the process of working with RCPS through the L4GA grant to inform our teacher preparation courses

This project aims to address a key need for Georgia's students—building literacy skills so that all students can be successful post-graduation. I look forward to working in

collaboration with RCPS to provide ongoing professional learning for their teachers on research-based best practices and to learning from the implementation of those strategies.

Sincerely,

Dr. Stephanie Jones
Josiah Meigs Distinguished Teaching Professor
Co-Director, Red Clay Writing Project

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February 8, 2020

Ms. Julie Morrill
Program Manager, L4GA
Georgia Department of Education

Dear Ms. Morrill,

I am pleased to support Rockdale County Public Schools' proposal for the Georgia Department of Education's Literacy for Learning, Living, and Leading in Georgia (L4GA) grant.

I am continually impressed with your efforts to bring university partners, such as myself, into the planning process to inform the selection and implementation of research-based strategies. I look forward to working with Rockdale County in this regard.

I agree to partnering with RCPS in the following areas:
- Data analysis and root cause analysis
- Providing feedback on the grant application
- Providing professional learning on reading strategies
- Providing additional coaching support for teachers through various graduate courses (i.e., allowing graduate students to work with RCPS teachers as part of course projects)
- Providing professional learning for content area teachers on literacy strategies
- Working with the district's teachers to evaluate and increase the level of rigor (DOK) in instruction and assessment
- Use the process of working with RCPS through the L4GA grant to inform our teacher preparation programs

I appreciate that the RCPS project has Georgia's students' literacy needs foremost in mind. This is definitely a factor that has influenced my decision to collaborate with RCPS for the purpose of providing ongoing professional learning for RCPS teachers.

Sincerely,

Donna E. Alvermann, Ph.D.

The Omer Clyde & Elizabeth Parr Aderhold Professor in Education
UGA Appointed Distinguished Research Professor of Language & Literacy Education
Fellow, Owens Institute for Behavioral Research
Affiliate, Institute for African American Studies
Affiliate, Institute for Women's Studies
Affiliate & Advisory Board Member, Center for Latino Achievement & Success in Education

BUILDING LEADERS OF TEACHING AND LEARNING

February 10, 2020

Ms. Julie Morrill
Program Manager, L4GA
Georgia Department of Education
205 Jesse Hill Jr Dr SE
Atlanta, GA 30334

Dear Ms. Morrill:

Please accept this letter as a formal confirmation of the partnership between Metro RESA and Rockdale County Public Schools (RCPS) for its proposal for the GaDOE Literacy for Learning, Living, and Leading in Georgia (L4GA) grant. Metro RESA frequently works with RCPS in providing professional learning opportunities to its teachers. Over the past three years, RCPS has offered several cohorts of the Metro RESA Reading Endorsement, many of which were funded through the district's participation in the Striving Readers Comprehensive Literacy Grant program. In addition, Metro RESA has facilitated in-district, full day professional learning sessions for RCPS, and the district's literacy teachers have also attended professional learning sessions at the Metro RESA home office.

Receiving the L4GA grant will allow Metro RESA and RCPS to extend their partnership by providing quality professional learning opportunities to its literacy teachers. Metro RESA has committed to providing support in the following areas:

- Differentiated instruction
- Content-specific literacy strategies, including guided reading, vocabulary, writing, phonemic awareness, fluency, etc.
- Continue providing teachers with the opportunity to obtain the Metro RESA Reading Endorsement
- Providing professional learning on rigorous questioning strategies and synthesis writing strategies
- Working with teachers to unpack standards, develop learning targets, and crafting standards-based lesson plans and assessments

Metro RESA is excited about the opportunity to support RCPS in increasing teachers' capacity to meet the literacy needs of students.

Sincerely,

Leigh Ann Putman, Ed.D.
Executive Director
Metropolitan RESA
1870 Teasley Drive SE
Smyrna, GA 30080
leighann.putman@mresa.org

Rockdale Coalition
for Children and Families

Post Office Box 658 ▪ 1430 Starcrest Drive ▪ Conyers, Georgia 30012 ▪ 770-761-9244 phone ▪ 770-761-9266 fax

February 6, 2020

Ms. Julie Morrill
Program Manager, L4GA
Georgia Department of Education
205 Jesse Hill Jr Dr SE
Atlanta, GA 30334

Dear Ms. Morrill,

Please accept this letter as formal confirmation of the partnership between Rockdale Coalition for Children and Families (RCCF) and Rockdale County Schools for its proposal for the Georgia Department of Education's Literacy for Learning, Living, and Leading in Georgia (L4GA) grant. As the Georgia Family Connection seat in Rockdale County, RCCF frequently partners with Rockdale County Public Schools in providing links to community services that help address the root causes of learning challenges such as healthcare and substance abuse.

The L4GA grant will allow Rockdale Coalition and Rockdale County Public Schools to extend their partnership in promoting health and wellness for our community and students and expanding the reach of the Drug-Free Coalition to educate and support the prevention of youth substance abuse. The RCCF Health SafetyNet will help connect families to medical services to alleviate medical struggles such as uncorrected vision, dental care and asthma.

This project will address a critical need for Rockdale County children – building literacy skills and responding to the root causes of learning deficits so that all students can be prepared to read and succeed. Our agency and its core partners look forward to continuing our partnership with Rockdale County Public Schools and supporting the health and educational success of children.

Regards,

Michael J. Hutcheson

Michael Hutcheson
Executive Director

February 3, 2020

Ms. Julie Morrill
Program Manager. L4GA
Georgia Department of Education

Dear Ms. Morrill,

Restoration Storehouse unreservedly supports Rockdale County Public School's proposal for the Georgia Department of Education's Literacy for Learning, Living and Leading in Georgia (L4GA) grant.

Restoration Storehouse is a collective impact community service model that uses a collaborative approach to provide families connections to multiple resources in one location. We partner with many non-profit agencies including: Atlanta Regional Commission, Headstart, Mercy Heart Clinic, New Covenant Fellowship, One Heart Ministries, Partnership for Community Action, Phoenix Pass, Prevent Child Abuse Rockdale, Rockdale Coalition for Families and Children, Rockdale Emergency Relief, Rockdale County Public Schools and View Point Health.

Restoration Storehouse is months away from opening a state-of the art birth to five learning center to support children entering kindergarten reading at grade-level. Additionally, we are in collaboration with the local civic league to offer a lending library of age appropriate books in the center for the parents to take home and read with their children.

Restoration Storehouse is committed to partnering with Rockdale County Public Schools on the creation and implementation of their L4GA grant project specifically, in the following areas:

- Data and root cause analysis
- Providing feedback on community needs
- Working cooperatively with public and private birth-five educators and community care providers to provide seamless transitions to kindergarten
- Providing additional coaching support for teachers of children ages birth-live
- Providing professional learning for content area teachers on literacy strategies

This project will address a critical need for Rockdale County children—building literacy skills so that all students can enter school prepared to learn and reading on or above grade level by third grade. Our agency and partners look forward to strengthening and expanding the existing relationship we have with the Rockdale County Public School System.

Sincerely,

Ronald Fairley
Executive Director

RENEW HOPE. STRENGHTEN LIVES. BEAR FRUIT.
1400 Parker Road, Conyers, Georgia 30094
www.restorationstorehouse.org

Core Partners   Collaborating Partners   Referral Partners

Get Georgia Reading Campaign Community Commitment Form

Get Georgia Reading Campaign Communities are groups of partners in a defined geographic area with a focus on families with children birth through 8. These communities use data to identify baseline conditions and adopt strategies using the four pillars as a framework for action.

* Required
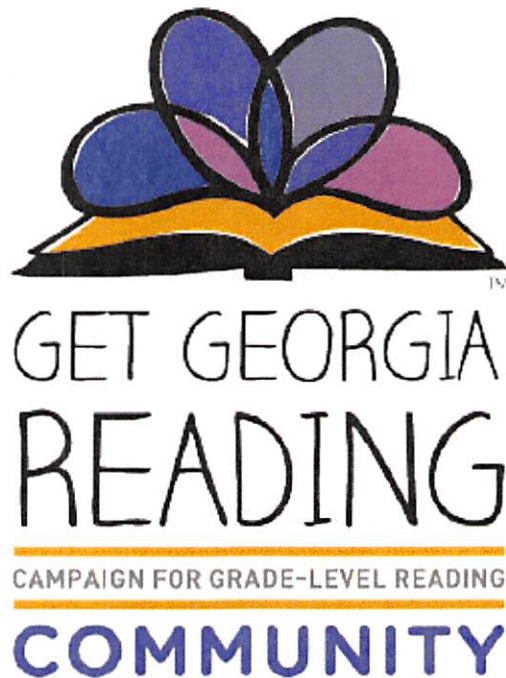
What name would you like your local effort to be called? *

What name would you like for us to use for your local effort?

Rockdale County Reads

What are the geographic boundaries of your Get Georgia Reading Campaign Community? *

Please indicate the geographic boundary type of your Campaign community

○ Neighborhood

○ City/Town

○ School District

◉ County

○ Region/Cluster of Counties

○ Other:

Name(s) of geographic area *

Please indentify all communities included in your effort

Rockdale County

Please list the partners (organization/agency names only — not individual names) engaged. *

Rockdale County Public Schools

Please share the name of any philanthropic partners that are supporting your community campaign around third grade reading proficiency. *

What private funders, including United Ways, community foundations, civic groups (Rotaries, etc.), family foundations, businesses, or donor funds, are providing monetary support to your campaign? (organization/group/foundation names only — not individual names)

None yet

Name *

Name of point of contact for your community effort

Shauna Miller

Email address *

Email address of point of contact

smiller2@rockdale.k12.ga.us

Telephone number *

Primary telephone number of point of contact

770-388-5677

Are you willing to share this information? *

This may include sharing with local and national stakeholders, in addition to online and social media posts

⦿ Yes

◯ No

Submit

Never submit passwords through Google Forms.

Google Forms

Application: Rockdale County Public Schools Reads - Memorial Middle School

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000032
Last submitted: Feb 10 2020 04:11 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Memorial Middle School
System ID	722
School ID	0294

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Middle (6-8)

Number of Certified Teachers in School

55

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Andrea Nelson
Position	Principal
Email	anelson@rockdale.k12.ga.us
Phone	770-922-0139

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Joanna Anglin
Position	Assistant Principal
Email	janglin@rockdale.k12.ga.us
Phone	770-922-0139

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.M_GisCnrO.pdf **Size:** 274.8 kB

Application: Rockdale County Public Schools Reads - Rockdale County High School

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000023
Last submitted: Feb 10 2020 04:00 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Rockdale County High School
System ID	722
School ID	3052

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> High (9-12)

Number of Certified Teachers in School

> 122

Number of Paraprofessionals or Teaching Assistants in School

> 19

Principal or Director

Name	Dr. Eldridge Powell
Position	Principal
Email	epowell@rockdale.k12.ga.us
Phone	770-483-8754

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Shenita Russell
Position	ELA Co-Department Chair - AP Lit Teacher
Email	srussell@rockdale.k12.ga.us
Phone	770-483-8754

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

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- How to monitor the implementation and effectiveness of services

Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.R_pWAvQP2.pdf **Size:** 300.4 kB

Application: Rockdale County Public Schools Reads - C.J. Hicks Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000025
Last submitted: Feb 10 2020 04:03 PM (EST)

School Profile

Completed - Feb 26 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Rockdale County Public Schools Reads - C.J. Hicks Elementary
System ID	722
School ID	0110

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 68

Number of Paraprofessionals or Teaching Assistants in School

> 33

Principal or Director

Name	Dr. Erica Wakefall
Position	Principal
Email	ewakefall@rockdale.k12.ga.us
Phone	770-483-4410

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Anna Burdett
Position	Media Center Specialist
Email	aburdette@rockdale.k12.ga.us
Phone	770-483-4410

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Rockdale County Public Schools Reads](#)

Filename: Rockdale_County_Public_Schools_Reads.__au9hUGp.pdf **Size:** 542.1 kB

Application: Rockdale County Public Schools Reads - Shoal Creek Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000030
Last submitted: Feb 10 2020 04:09 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Shoal Creek Elementary
System ID	722
School ID	0194

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 53

Number of Paraprofessionals or Teaching Assistants in School

> 21

Principal or Director

Name	Patrice Graham
Position	Principal
Email	pgraham@rockdale.k12.ga.us
Phone	770-929-1430

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Brenita Woods
Position	Instructional Coach
Email	bwoods@rockdale.k12.ga.us
Phone	770-929-1430

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

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Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.S_IEm8zuB.pdf **Size:** 408.8 kB

Application: Rockdale County Public Schools Reads - Conyers Middle School

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000024
Last submitted: Feb 10 2020 04:02 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Conyers Middle School
System ID	722
School ID	0728

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Middle (6-8)

Number of Certified Teachers in School

65

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Dr. De'Borah Reese
Position	Principal
Email	dreese@rockdale.k12.ga.us
Phone	770-483-3371

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Fanetta Gooden
Position	Assistant Principal
Email	fgooden@rockdale.k12.ga.us
Phone	770-483-3371

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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- How to monitor the implementation and effectiveness of services

[Rockdale County Public Schools Reads](#)

Filename: Rockdale_County_Public_Schools_Reads.C_Jbew3og.pdf **Size:** 343.5 kB

Application: Rockdale County Public Schools Reads - Flat Shoals Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000035
Last submitted: Feb 10 2020 04:14 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Flat Shoals Elementary
System ID	722
School ID	2050

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 58

Number of Paraprofessionals or Teaching Assistants in School

> 22

Principal or Director

Name	Maggie Degenhardt
Position	Principal
Email	mdegenhardt@rockdale.k12.ga.us
Phone	770-483-5136

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Darice Prater
Position	EIP Coach
Email	dprater@rockdale.k12.ga.us
Phone	770-483-5136

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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[Rockdale County Public Schools Reads](#)

Filename: Rockdale_County_Public_Schools_Reads.F_OJHS0iI.pdf **Size:** 248.0 kB

Application: Rockdale County Public Schools Reads - Peek's Chapel Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000033
Last submitted: Feb 10 2020 04:12 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Peek's Chapel Elementary
System ID	722
School ID	0102

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

40

Number of Paraprofessionals or Teaching Assistants in School

12

Principal or Director

Name	Sonya Mosely
Position	Principal
Email	smosely@rockdale.k12.ga.us
Phone	770-761-1842

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Alvinette Maultsby
Position	Instructional Coach - ELA
Email	amaultsby@rockdale.k12.ga.us
Phone	770-761-1842

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

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Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.P_eQlTcc0.pdf **Size:** 201.1 kB

Application: Rockdale County Public Schools Reads - Pine Street Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000027
Last submitted: Feb 10 2020 04:06 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Pine Street Elementary
System ID	722
School ID	2052

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 48

Number of Paraprofessionals or Teaching Assistants in School

> 27

Principal or Director

Name	Kim Vier
Position	Principal
Email	kvier@rockdale.k12.ga.us
Phone	770-483-8713

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Christy King
Position	Academic Coach
Email	cking@rockdale.k12.ga.us
Phone	770-483-8713

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.P_aEU6bPg.pdf **Size:** 274.6 kB

Application: Rockdale County Public Schools Reads - Honey Creek Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000037
Last submitted: Feb 10 2020 04:16 PM (EST)

School Profile

Completed - Feb 7 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Honey Creek Elementary School
System ID	722
School ID	0174

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

45

Number of Paraprofessionals or Teaching Assistants in School

26

Principal or Director

Name	Adriene Lanier
Position	Principal
Email	avalentinelanier@rockdale.k12.ga.us
Phone	770-483-5706

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Ashley Teague
Position	Teacher
Email	rteague@rockdale.k12.ga.us
Phone	770-483-5706

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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[Rockdale County Public Schools Reads](#)

Filename: Rockdale_County_Public_Schools_Reads.H_BCB2FhN.pdf **Size:** 442.0 kB

Application: Rockdale County Public Schools Reads - Salem High School

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000031
Last submitted: Feb 10 2020 04:10 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your

district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text

box.

System Name	Rockdale County Public Schools
School or Center Name	Salem High School
System ID	722
School ID	0192

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> Yes

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> High (9-12)

Number of Certified Teachers in School

> 65

Number of Paraprofessionals or Teaching Assistants in School

> 9

Principal or Director

Name	Brandi Johnson
Position	Principal
Email	bjohnson@rockdale.k12.ga.us
Phone	770-929-0176

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Beth Gillis
Position	Assistant Principal
Email	bgillis@rockdale.k12.ga.us
Phone	770-929-0176

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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- How to monitor the implementation and effectiveness of services

[Rockdale County Public Schools Reads](#)

Filename: Rockdale_County_Public_Schools_Reads.S_NV4PGuO.pdf **Size:** 483.4 kB

Application: Rockdale County Public Schools Reads - Hightower Trail Elementary

Tracy Knutsen - tknutsen1@rockdale.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000029
Last submitted: Feb 10 2020 04:07 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Rockdale County Public Schools
School or Center Name	Hightower Trail Elementary
System ID	722
School ID	0289

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

> PK-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 40

Number of Paraprofessionals or Teaching Assistants in School

> 21

Principal or Director

Name	Toi Sampson
Position	Principal
Email	tsampson@rockdale.k12.ga.us
Phone	770-388-0751

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Julie Foster
Position	EIP Coach
Email	jfoster@rockdale.k12.ga.us
Phone	770-388-0751

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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Rockdale County Public Schools Reads

Filename: Rockdale_County_Public_Schools_Reads.H_zPSDiPP.pdf **Size:** 372.8 kB

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SCHOOL LITERACY PLAN

Salem High School

</div>

SCHOOL HISTORY

Located 25 miles southeast of Atlanta, Salem High School (SHS), the International Entertainment and Business Leadership Academy, is an urban school with 1,125 students. SHS is a Title I school with 63% of students considered economically disadvantaged. The student teacher ratio is currently 17:1. Student demographics are as follows:
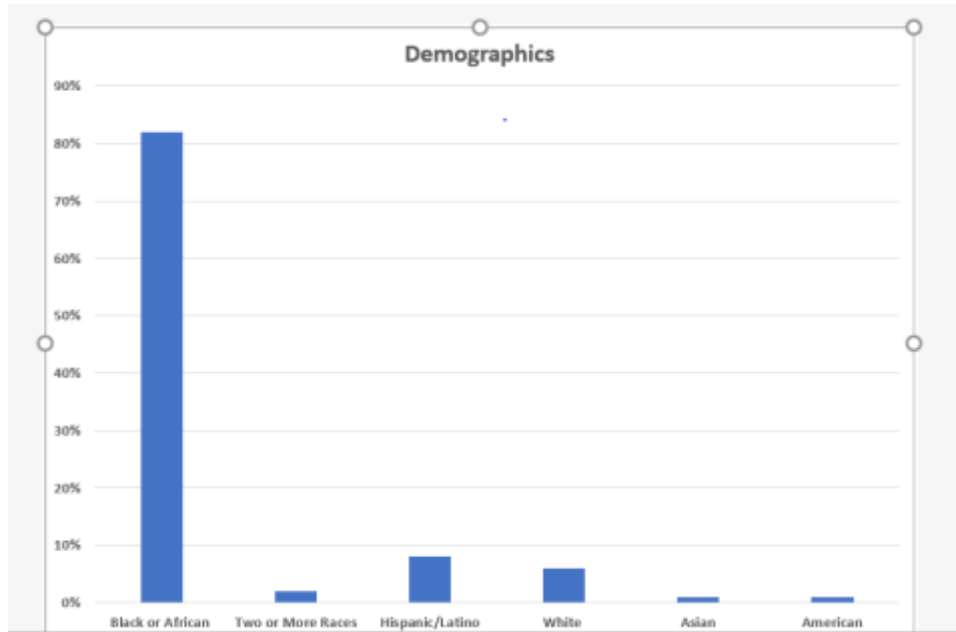
'Prepared, Polite, Prompt, Productive, and Professional' – these are the qualities that Salem students are asked to embrace as they work to become world-class citizens in today's international community. These qualities provide a foundation upon which Salem students can grow and succeed in high school and beyond. A career-centric school, in 2017, 55.8% of Salem students completed a career technical pathway AND earned national industry credentials. Although SHS enjoys a 5-star Climate Rating and a 4-year cohort graduation rate of 86%, it falls short of the State average in the Safe Learning Environment category and Discipline. Fighting, student incivility, battery and disorderly conduct are hot spots, and incidents are spread fairly evenly across grade levels. Students at SHS also account for almost 13% of all In-School-Suspension (ISS)/Out-of-School-Suspension (OSS) referrals district-wide. The mobility rate for SHS is 21.8% (district rate is 21.5%) and more that 22% of students are chronically absent.

SHS has been recognized as a Georgia School of the Future, a Georgia Next Generation School, a Georgia Demonstration School for High School Restructuring, and being a member of the Brown University's Coalition of Essential Schools. In 2015, SHS became the International Entertainment and Business Leadership Academy. The instructional program emphasizes

critical thinking, problem solving, communication and the student as an individual learner. The school's average SAT for the Class of 2019 is 910 (Math: 440; Critical Reading: 470), which is below the State average of 1058. SHS students averaged a 5 on the Writing component of the SAT. Salem's average ACT score has declined in recent years. The average composite score for 2019 was 15.7, which is the lowest of all the high schools in Rockdale County. The average scores for each specialty are as follows: Math – 16.4; Reading – 17.4; Science – 16.8. Approximately 55.79% of the class of 2019 graduates enrolled in college; 38.43% attend four-year university/college, 17.36% attend technical/vocational school, and 44.21% go into the workforce, military, or other.

In recent years, the school has seen a decline in overall academic performance. Data indicates student growth increases, yet the academic performance level of students is below the state average on Milestone assessments. As recipients of the Striving Readers grant in 2015, many literacy initiatives have ensued, and resources acquired to promote student achievement.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

Salem's administrative team has recently undergone a change in leadership by naming a new principal at the start of the 2019-20 school year. The assistant principals have remained consistent over the past three years. The most senior AP has served the school in multiple capacities for 16 years. Salem's leadership team also consists of department heads, lead school counselor, RTI Coordinator, testing coordinator, prevention and intervention specialists, media specialist, and Digital Learning Specialist. Some members have literacy expertise as educators holding a reading certificate or a reading specialist.

COMMUNITY ASSETS

Parental involvement is limited. However, the school has a School Council board that meets quarterly to meet with parents as an advisory council, and as an active Parent/Teacher Association. Quarterly events for parents are held at the school for parents to become involved with their students' education. Historically, attendance is lower for academic informational nights as opposed to higher attendance at athletic events and fine arts performances.

Salem has partnerships with businesses in the community including Springfield Baptist Church, Walgreens, Home Depot, Herff Jones, Dairy Queen, Lowes, Rockdale County Health Department, Cowan Ace Hardware, The Red Cross, and Cady Studios. These companies will donate items for events and food for teachers. The school's strongest business partners are Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Kappa Alpha Psi Fraternity, and Best Buy which provide students with college scholarships.

PAST INSTRUCTIONAL INITIATIVES

Past instructional initiatives include Read 180, Lindamood-Bell Instruction for Reading/Comprehension, writing portfolios, Striving Readers Literacy Consultant, Flocabulary, StoryBoardThat, SAT Prep courses, Scholastic Reading Inventory, Write to Learn, and Zaption.

CURRENT INSTRUCTIONAL INITIATIVES

The initiatives that we are currently implementing include Achieve3000, Language Live, Star 360, Pearson Realize, DBQ, KahooIt!, Quizziz, USA Test Prep, Its Learning, ReadTheory, CommonLit, Nearpod, digital library materials, and 1-to-1 technology. Each initiative is used daily to teach literacy and engage all students. Our school district has provided laptops to students from grades 3-12 that the students are able to take home each night, and tablets are available to students in grades K-2 for classroom use. We have been a 1-to-1 technology school district for five years. The district has been able to implement independent learning days as part of our regular school year that allow students to access their assignments and learning materials at home in lieu of going to school when inclement weather arises.

Salem's most recent initiative is the Literacy Committee. The committee, comprised of a team of cross content and grade level staff, is focusing on components of literacy where students seem to be struggling. Each month, new strategies are discussed and implemented schoolwide to encourage reading, literacy, and vocabulary acquisition.

NEED FOR A STRIVING READERS PROJECT

Salem's students showed growth on English Milestone assessments during the years in which the Striving Reader's grant was being utilized. The grant afforded teachers the opportunity to access a plethora of learning programs and instructional methods to increase student Lexile. However, when funding for the grant ended, scores began declining, and upon comparing our students with the district or state averages, there is more work to be done. This grant would provide an opportunity to implement a sustainable program that supports the critical academic literacy growth of our students. The chart portrays the number of points Salem was awarded for content mastery and Lexile performance for three years on the CCRPI score. As the chart shows, the trend for content mastery points has seen a decline from the 2016-2017 to the 2018-2019 school years except for Physical Science due to the course offering of Conceptual Physics as another option. With the introduction of the additional course, Physical Science has been assigned to select students who have strong literacy skills already.

CONTENT MASTERY	2016-2017	2017-2018	2018-2019
9th Literature	60.84	52.53	56.74
11th Literature	52.84	48.68	46.97
Coordinate Algebra	37.88	40.30	33.61
Analytic Geometry	44.66	33.17	32.71
Physical Science	25.00	55.88	50.00
Biology	39.36	45.88	34.86
US History	43.86	41.09	41.70
Economics	39.73	58.98	39.17
Percent students with Lexile 1275+ on American Literature EOC	51.11	47.46	48.39

The chart below shows the All Students and subgroup categories Literacy Readiness percentages for the 2017-2018 and 2018-2019 school years. As the state moves to increase the target Lexile score for all grade levels, data indicates SHS students will fall further behind Georgia.
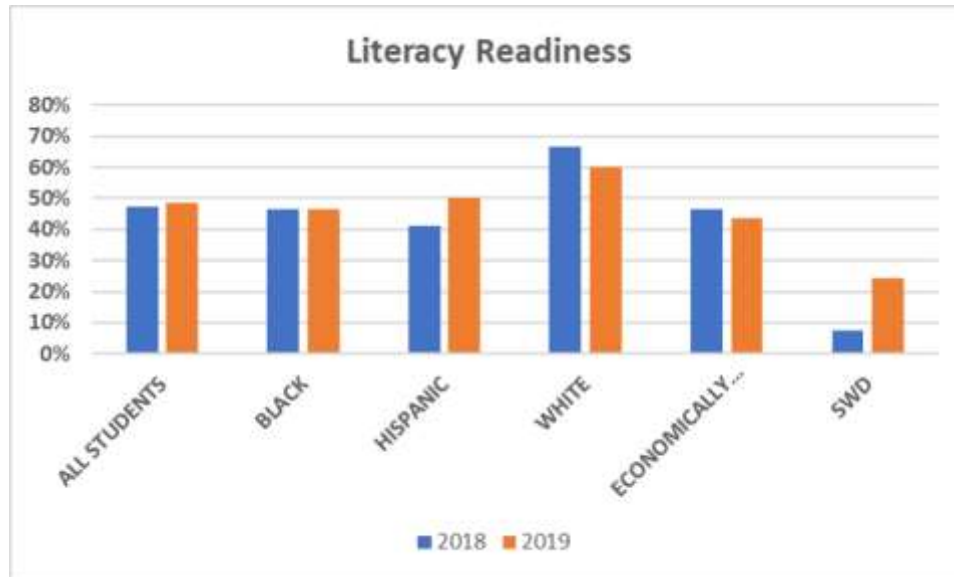
Historically, Salem students do not score well on the Narrative, Informational/Argumentative essays on the Georgia Milestone Assessment. There is a significant need to improve students' writing due to poor scores and the lack of a cohesive writing program across grade bands causes gaps as students transition from middle to high school.

Focused work still needs to be done to improve our school's academic performance. For some students, reading skills are an issue. Other students cite the required reading text is not engaging. Vocabulary, language acquisition, grammar and academic language skills are key areas of concern that affect other content areas, such as Biology and United States History. Additionally, students are unable to code switch between text language and formal writing as well as vernacular language and academic language.

Professional Learning Needs

Our Literacy Team used the *Survey of Literacy Instruction for Middle and High School Teachers* to learn our greatest needs and gaps for professional learning and support. Participants revealed the following:

- 42% of teachers do not feel they have adequate materials and resources for teaching students who come to them with basic word identification and fluency issues.
- 46% of teachers do not feel they have adequate materials and resources for differentiation of reading skills for students at grade level, below grade level, and above grade level.
- Fluency and morphology are the major area of weaknesses for teachers.

- 45% of teachers do not feel they have adequate materials and resources for teaching writing and laid out by the CCGPS
- 42% of teachers do not feel they have ample time to teach literacy effectively, including whole group (literature, informational, foundational skills) small group for differentiated literacy instruction, writing, language skills, and content area literacy.
- Small group differentiation for below grade level students is a major area of concern in literacy instruction.

School Demographics are as follows:
- Of 71 certified staff, 31% have 5 years teaching experience or less.
- Only 5 teachers of 88 have a Reading Endorsement.
- 11.49% turnover rate for the 2017-18 school year, and a 17.8% turnover rate the following year.

Media Center Inventory:
- 25,674 total number of books
- 2002 is the average age of books
- 19.6 is the books to student ratio
- 45% Fiction books
- 55% Nonfiction books

A survey of students at SHS revealed 1) a need to improve the relationships students have with teachers/adults; 2) a need to improve/increase the timing, amount and kinds of information shared about college qualification and application (ACT/SAT, impact of GPA, optimal class selection, college visits, financial aid, etc.); 3) disappointment in the lack of a positive culture at school and celebrating student successes; 4) that sometimes technology is distracting - increase hands-on, interactive learning; 5) there is not enough mental health support; 6) discipline is too lenient and behavior expectations are low.

This school zone has the highest number of foreclosures, crime and homelessness in the district. Students come from homes with incarcerated parents, siblings split and living in different homes, foster children, teen moms, exposure to drugs and sex trafficking, gangs, etc. Critically needed services include mental health options, grief counseling, connections to medical services, parenting workshops and a variety of therapeutic and social emotional supports.

Funding would assist students by providing academic opportunities with best practice instructional strategies. With this grant, Salem could offer more current reading selections to engage students' reading interest, provide ongoing training for all content area teachers in literacy strategies, and offer opportunities for extended collaboration across content areas and grade levels. The grant could assist in providing additional tutors for small group intervention and remediation.

SCHOOL LITERACY GOALS

1. Increase engagement of student ownership of their Lexile score and overall academic literacy learning through accountable dialogue with instructors and peers to increase self-efficacy from 10% to 40% schoolwide by May 2024.
2. Increase the rate of effective teacher feedback that is targeted on individual student's literacy strengths and needs from 10% to 50% by May 2024.
3. Increase the recognition of student's academic Lexile achievement to promote a sense of self-worth, intrinsic value, and healthy competition among peers from 5% to 20% by May 2024.
4. Implement collaboration time for Georgia Milestone assessment teachers to plan interdisciplinary lessons with other horizontal content teachers by 50% by May 2024.
5. Have 80% of 9th Grade Literature students score Developing Learner or higher, and 40% or less would fall below the stretch band (below 1155L) on 9th Grade Literature Milestone by May 2024.
6. Have 75% of American Literature students score Developing or higher, and at least 60% would have a Lexile of 1285 or higher on American Literature Milestone by May 2024.
7. At least 70% of students administered the GA Milestone EOC for Biology will display proficiency at the Developing Learner and above standard by May 2024.
8. At least 75% of students administered the GA Milestone EOC for U. S. History will display proficiency at the Developing Learner and above standard by May 2024.
9. At least 85% of students administered the GA Milestone EOC for Physical Science will display proficiency at the Developing Learner and above standard by May 2024.
10. At least 75% of students administered the GA Milestone EOC for Economics will display proficiency at the Developing Learner and above standard by May 2024.
11. At least 75% of students administered the GA Milestone EOC for Coordinate Algebra will display proficiency at the Developing Learner and above standard by May 2024.
12. At least 75% of students administered the GA Milestone EOC for Analytic Geometry will display proficiency at the Developing Learner and above standard by May 2024.
13. Increase the number of new Community Partners in Education by five by May 2024.
14. Increase the parent involvement through workshops by 15% by May 2024.
15. Implement the practice of educators attending literacy conferences by 3 participants each year by May 2024.
16. Increase literacy knowledge by continuous teacher involvement every year through professional development and administration led professional development training for new teachers by May 2024.

IMPLEMENTATION PLAN

3x/year monitoring process

The SHS Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all

required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Phase One: July 2020-June 2023			
Action Step	Timeline	Evaluation	Resources
Provide professional learning on scaffolded writing lesson design	July 2020	Pearson writing data (F) ELA Milestone (S)	UGA writing consultants (G) Stipends (G) Pearson platform (D)
Implement a coaching cycle to improve content area literacy instruction	July 2020-May 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivl cameras (D)
Purchase an online learning tool to gauge student comprehension with classical texts, secondary sources, and informational texts	September 2020	Teacher reflections (F) ELA Milestone (S) Achievement data (S)	Laptop (D)
Enhance vocabulary acquisition skills and content specific vocabulary with grammar skills	July 2020-May 2023	Teacher Reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	Vocabulary.com license (G) Flocabulary.com license (G) Laptop (D)
Create presentations on interdisciplinary literacy texts for students to learn interactively and permit teachers collaborate	July 2020-Mary 2023	Teacher reflection (F) ELA Milestone (S) Achievement data (S)	NearPod license (G) Storyboardthat.com (G) Laptop (D)
Purchase current literary text for in-class reading library	October 2020	Teacher reflection (F)	Literature (G)
Provide opportunity for small group remediation	August 2020-May 2023	Teacher reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	UGA writing consultants (G) Stipends (G)
Acquire additional course offerings for students below Lexile grade target for all grade levels	July 2020-May 2022	Teacher Reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	Stipend (G)

Phase Two July 2021-June 2023			
Action Step	Timeline	Evaluation	Resources
Provide professional development for all content area teachers regarding standards-based literacy feedback	July 2021	Teacher reflections (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	Conference (G)
Offer additional planning time for teachers to collaborate on interdisciplinary literacy lesson plans	July 2021-May 2023	Teacher reflection (F) Coaching notes (F)	Substitutes (G)
Allow teachers to expand their professional knowledge in literacy	July 2021-May 2023	Teacher reflections (F)	Reading Endorsement license (G)
Plan professional development on literacy and writing for constructed and extended response assessments	January 2021-May 2021	Teacher reflections (F)	Conference (G)
Implement a coaching cycle to improve content area literacy instruction	July 2021-May 2023	Teacher reflections (F) ELA Milestone (S) Achievement data (S)	Georgia Center for Assessment (G)
Enhance vocabulary acquisition skills and content specific vocabulary with grammar skills	July 2021-May 2023	Teacher reflections (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	UGA literacy consultants (G) Swivl cameras (D)
Create presentations on interdisciplinary literacy texts for students to learn interactively and permit teacher collaboration	July 2021-May 2023	Teacher reflections (F) ELA Milestone (S) Achievement data (S)	NearPod license (G) Storyboardthat.com (G) Laptop (D)
Provide opportunity for small group remediation	August 2021-May 2023	Teacher reflections (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	UGA writing consultants (G) Stipends (G)
Acquire additional course offerings for students below Lexile grade target for all grade levels	July 2021-May 2023	Teacher reflections (F) ELA Milestone (S)Achievement data (S) Coaching notes (F)	Stipend (G)

Phase Three: July 2022-September 2024			
Action Step	Timeline	Evaluation	Resources
Offer additional planning time for teachers to collaboratively prepare interdisciplinary literacy lesson plans	July 2022-May 2024	Teacher reflection (F) Coaching notes (F)	Substitutes (G)
Allow teachers to expand their professional knowledge in literary	July 2022-May 2024	Teacher reflection (F)	Reading Endorsement license (G)
Implement a coaching cycle to improve content area literacy instruction	July 2022-May 2024	Teacher reflections (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivl cameras (D)
Enhance vocabulary acquisition skills and content specific vocabulary with grammar skills	July 2022-May 2024	Teacher Reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	Vocabulary.com license (G) Flocabulary.com license (G) Laptop (D)
Create presentations on interdisciplinary literacy texts for students to learn interactively and permit teacher collaboration	July 2022-May 2024	Teacher reflection (F) ELA Milestone (S) Achievement data (S)	NearPod license (G) Storyboardthat.com (G) Laptop (D)
Provide opportunity for small group remediation	August 2022-May 2024	Teacher reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	UGA writing consultants (G) Stipends (G)
Acquire additional course offerings for students below Lexile grade target for all grade levels	July 2022-May 2024	Teacher Reflection (F) ELA Milestone (S) Achievement data (S) Coaching notes (F)	Stipend (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

STAR360 - Provide professional learning to assist teachers with effective use of data in order to tailor the instruction for their students.

Pearson Realize – Provide professional learning for teachers needing assistance with navigating through Pearson

Highly engaging professional learning sessions specifically geared toward reading fluency and vocabulary acquisition

Reading endorsements for teachers

PL that helps with student engagement:

- PL should be targeted, to both your school needs and individual teacher needs (Dooley, 2017, p. 6)
- Provide opportunities for extended discussion of text meaning and interpretation (National Center for Education Evaluation, 2008, p. 9)
- Increase student motivation and engagement in literacy learning (National Center for Education Evaluation, 2008, p. 9)
- Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists (National Center for Education Evaluation, 2008, p. 10)

PL that teaches literacy/reading strategies:

- Provide explicit vocabulary instruction (National Center for Education Evaluation, 2008, p. 9)
- Explicit comprehension strategy instruction, Vocabulary instruction, Peer-assisted learning, Small-group reading interventions, Developing academic English, Intensive supplementary instruction for struggling students, (Dooley, 2017, p. 3)

Feedback:

- Include attendance at the L4GA literacy institutes (Dooley, 2017, p. 6)

- Create "successful communities of practice" to "develop sustainable change cultures" (Dooley, 2017, p. 8)
    - Active learning that engages teachers and leaders; feedback and reflection (ongoing)

Resources Needed

Substitutes for professional development

Substitutes for teachers to plan literacy units of study

Coaching support for teachers

GrammarFlip

Time4Writing

Time4Learning

NearPod

Accelerated Math (9th-12th)

Accelerated Reading (9th-12th)

Literacy conferences fees

Money for part-time tutors/consultants

Vocabulary.com

Membean.com

Reading endorsement starting in year 2; UGA may create to help with standards

Choosito!

SCHOOL LITERACY PLAN

Flat Shoals Elementary

SCHOOL HISTORY

Flat Shoals Elementary (FSE) is a Title I School located in Conyers, Georgia. Built in 1973, FSE is one of 11 elementary schools in Rockdale County.

FSE serves students in grades pre-kindergarten through fifth grade. The school facility includes 35 homerooms, of which three are self-contained Moderate Intellectual Disability (MOID) classes. Enrollment is over 700 students with an ethnic/racial makeup as follows: 80.33% Black, 11.22% Hispanic, 2.49% White, 3.88% Multi-Racial, and 1.11% Asian. Approximately 40% of the student body is enrolled in compensatory programs: Special Education 15%, English Learners (EL) 8%, and EIP (Early Intervention Program) 20%. Gifted students comprise about 8% of the student body. Seventy-seven percent (77%) of our students qualify for federally funded free or reduced-price meals. There are 66 certified staff and 22 classified staff. Of the 66 certified, 63% have been in education more than 15 years, 20% have Specialist's Degree, 9% have doctoral degrees. Only 4 teachers have reading endorsements.

Analysis of Lexile performance on Georgia Milestones Assessment and STAR Reading reveals that there is a need to increase the percentage of students in third through fifth grades who achieve a grade appropriate Lexile to be ready for college and careers.

Receiving the L4GA grant will enable FSE to incorporate the necessary components of a research-based literacy program that is currently missing in order to support all students' acquisition and growth of grade level literacy skills. Through professional development, teachers will become more knowledgeable of literacy strategies, which will allow them to provide instruction that promotes a strong foundation for college and careers.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

For the 2019-2020 school year, there were several changes in the administrative team at Flat Shoals Elementary (FSE). In June 2019, Mrs. M. Degenhardt (principal) was appointed to lead the school, which was the fourth administrative change at Flat Shoals in the last six years. Under her leadership, Mrs. S. Johnson was promoted from RTI Coordinator to Assistant Principal, and Mrs. K. Anderson became the new RTI coordinator. Also, Mr. J. Johnson has joined the team as Counselor. Mr. Steve McNutt (Digital Learning Specialist) has returned in his current role. Unfortunately, during this transition, the school has lost its Instructional Coach. The many changes in the administrative team over the years has contributed to the high teacher turnover rate. The past two years, approximately 18% of teachers left Flat Shoals each year.

FSE has the following teams:

Team	Team Members	Purpose	Frequency
Administrative Team	Mrs. M. Degenhardt, Principal Mrs. S. Johnson, Assistant Principal	Discuss staff observation data, student discipline, upcoming projects/event,	Weekly

	Mr. S. McNutt, Digital Learning Specialist Mrs. K. Anderson, RTI Coordinator Mr. J. Johnson, Counselor	and ways to promote continuous improvement in teaching and learning while creating a positive climate	
Building Leadership Team	Administrative Team (see above) R. Frederick-PK Teacher A. Drummond-K Teacher L.Blakey-1st Grade Teacher T. Ward-2nd Grade Teacher K. Sampson-3rd Grade Teacher P. Britton-4th Grade Teacher E. Sneed-5th Grade Teacher T. Cason-EIP Teacher Baker-Special Ed. Teacher J. Schie-Specials Teacher	• Work collaboratively to develop, review and monitor the School-wide Strategic Improvement Plan (SSIP); • Analyze data to identify where gaps in performance exist; • Monitor progress toward school goals; • Provide input on school budget to ensure that expenditures align with the SIIP; • Assist in updating the school-wide Title I plan; • Assist in developing the Comprehensive Needs Assessment (CAN)	Monthly
Grade Level Team	Grade Level Teachers, Special Education Teachers, EIP Teachers	• Collaborate to discuss instructional best practices, differentiations and plan instruction; • Analyze summative and formative data	Weekly

COMMUNITY ASSETS

FSE believes that parental and community involvement is essential, and therefore, actively solicits it. Parents and community members are involved in decision-making and are informed of school business (i.e. instructional programs, academic achievement data, initiatives, etc.) through our School Council, Parent Teacher Association (PTA), Parent-Teacher Conferences, Open House, and/or instructional programs/activities. FSE provides multiple parent workshops to teach parent strategies to support academic success for their students. FSE is privileged to have an active PTA and involved community/business partners who share the vision of striving for academic excellence and are committed to supporting our school.

PAST INSTRUCTIONAL INITIATIVES

• Achieve 3000 Non-fiction reading program

- Hattie's Visible Learning - Building the capacity of student and teacher learners
- Professional Learning Communities

CURRENT INSTRUCTIONAL INITIATIVES

- Accelerated Reader program (AR) - Used to motivate students to read independently
- After-school Tutorial (math and reading) for students in grades 3-5
- Balanced Literacy
- Collaborative Planning
- EIP (Early Intervention Program)- A program designed to serve students, grades K-5, who are at risk of not reaching or maintaining academic grade level for reading and math
- Master Schedule - 110 minute minimum literacy block for grades K-5
- "One to One" student devices
- Response to Intervention (RTI)
- Saxon Phonics
- Small group instruction- students are grouped by instructional needs and instruction is differentiated to address individual needs
- STAR reading and math assessments
- Vertical Content Teams (K-5)

NEED FOR A STRIVING READERS PROJECT

CCRPI Two Year Trend

	Content Mastery		Progress		Closing Gaps		Readiness		School Climate		CCRPI Score	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
State Elementary score	65.7%	67.6%	84.4%	84.4%	85%	73.8%	79.1%	80.9%			77.8	77.1
District Elementary Score	63.6%	60.9%	75.1%	78.5%	61.1%	33.8%	78.9%	79.5%			70.3	66.7
Flat Shoals Score	60.2%	59.4%	86.0%	76.5%	50.1%	27.8%	79.1%	78.1%	93.8%	93.3%	71.5	64.4%

Flat Shoals Elementary has had difficulty reaching a CCRPI Score at or above the state's elementary score. The school has declined in every category for 2018 and 2019. The information for 2017 is not shown because the categories associated with CCRPI changed after that year and could not be compared.

In the past two years, FSE has shown a fluctuating trend in reading achievement, as indicated by the percent of 3rd graders reading at a 650 Lexile or higher on the ELA Milestones EOG. FSE decreased significantly from 2017 with 54.36% to 2018 with 30.3%. The score did rebound for 2019 with 49.5%, but that is still less than half of the students being on grade level.

Percentage of 3rd Grade Students achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG	SY 2017	SY 2018	SY 2019
FSE	54.36%	30.3%	49.5%

In the past three years, FSE has continued to show a trend of decreased reading achievement regarding Lexile levels in grade 5, as indicated by the chart below. Adding more opportunities for students to excel will allow students to increase in this area.

Percentage of 5th Grade Students achieving a Lexile measure equal to or greater than 920 on the Georgia Milestones ELA EOG	SY 2017	SY 2018	SY 2019
FSE	81.03%	52.7%	50.4%

According to CCRPI over the past three years, FSE has shown a slight fluctuation in the percentage of students scoring Developing Learner or above on the Milestones EOG in the area of ELA. FSE decreased from 2017 to 2018. There was an increase in 2019, but improvement is still needed. Adding additional supports in literacy would allow FSE to increase this percentage significantly as opposed to the slight increase we are currently seeing in this area.

ELA	SY 2019	SY 2018	SY 2017
FSE	66	59.95	61.50
State	67.24	64.04	63.34

In the past three years, FSE has shown fluctuation in the percentage of students scoring Developing Learner or above on the Milestones EOG in the area of Science according to CCRPI. FSE has increased from 64.95 in 2017 to 71 in 2018 and decreased to 62.6, which is the lowest of all three years.

Science	SY 2019	SY 2018	SY 2017
FSE	62.6	71	64.95
State	69.6	69	60.6

Current STAR Reading Data

According to the current STAR Data, FSE is critically underperforming in reading. **Specifically, 74% of 3rd grade students currently fall below new Lexile target of 670.** This is a key indicator that these students are four times more likely to drop out of high school! It only worsens in 4th grade where **82% of 4th grade students are currently below the Lexile target** of 840. Only 25% of 5th grade students are currently meeting the Lexile target of 920. The subgroups at each grade level are still significantly below the track of meeting the expected target. This data shows the imperative need for support in literacy.

Percentage of 3rd Grade students that have met the target Lexile of 670 (STAR)	Average 3rd Grade Lexile	Average 3rd Grade Lexile for EIP	Average 3rd Grade Lexile for SWD	Average 3rd Grade Lexile for ELL
26%	445L	275L	BR40L	405L

Percentage of 4th Grade students that have met the target Lexile of 840 (STAR)	Average 4th Grade Lexile	Average 4th Grade Lexile for EIP	Average 4th Grade Lexile for SWD	Average 4th Grade Lexile for ELL
18%	550L	375L	BR20L	65L

Percentage of 5th Grade students that have met the target Lexile of 920 (STAR)	Average 5th Grade Lexile	Average 5th Grade Lexile for EIP	Average 5th Grade Lexile for SWD	Average 5th Grade Lexile for ELL
25%	720L	470L	495L	65L

Looking at the data chart below, it is evident that the percentage of students that are obtaining high growth in reading according to the current Student Growth Percentile (SGP's) is low. The largest percentage of students at FSE are obtaining low growth. In addition to the low performance of Lexile growth, there is alarming evidence in lack of growth in SGP's.

Percentage of 3rd Grade Students with an SGP of 66% or above	Percentage of 3rd Grade Students with an SGP of 35-65%	Percentage of 3rd Grade Students with an SGP of 0-34%
29%	29%	41%
Percentage of 4th Grade Students with an SGP of 66% or above	Percentage of 4th Grade Students with an SGP of 35-65%	Percentage of 4th Grade Students with an SGP of 0-34%
30%	29%	41%

Percentage of 5th Grade Students with an SGP of 66% or above	Percentage of 5th Grade Students with an SGP of 35-65%	Percentage of 5th Grade Students with an SGP of 0-34%
29%	35%	35%

Current STAR data alignment to Milestones

2019-2020	Distinguished	Proficient	Developing	Beginning
3rd Grade	6%	40%	39%	14%
4th Grade	4%	33%	39%	24%
5th Grade	6%	34%	35%	25%

PROFESSIONAL LEARNING

The teachers at Flat Shoals took the "Survey of Literacy Instruction for Elementary Teachers." Almost 50% of the teachers surveyed said they did not have adequate teaching materials/resources in the following areas: foundational skills, literary and informational texts, differentiation for below and above grade level students, and writing and language skills. Also, 72% of the teachers report needing assistance with teaching comprehension to struggling readers. This data definitely correlates with the low literacy scores for Flat Shoals.

SCHOOL LITERACY GOALS

- A minimum of 60% of students will perform at Distinguished or Proficient on District Georgia Milestones and STAR ELA by the end of the grant period.
- At least 80% of students will score at 66% SGP or above on the STAR Reading assessment by the end of the grant period.
- By the end of the grant period, 75% of Grade 5 students will achieve a Lexile measure of 920 on the Georgia Milestones.
- By the end of the grant period, 60% of Grade 4 students will achieve a Lexile measure of 840 on the Georgia Milestones.
- By the end of the grant period, 60% of Grade 3 students will achieve a Lexile measure of 670 on the Milestones.
- To increase the weighted percent of students in grades third through fifth scoring at the Developing Learner or above on the Georgia Milestones ELA by 5% by the end of the grant period.
- Increase the percentage of parents who attend workshops by 50% over baseline by the end of the grant.
- Increase the number of teachers will receive a Reading Endorsement by the end of the grant period as evidenced by GPSC records.
- Implement PBIS with fidelity to increase the status of implementation by the end of the grant period.

IMPLEMENTATION PLAN

The FSE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: 2020-2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Provide professional learning on designing scaffolded writing lessons for teachers, paraprofessionals, admins	October 2020	Pearson writing data (F) ELA Milestone (S)	UGA writing consultants (G) Stipends (G) Pearson platform (G) Think CERCA (D)
Implement a coaching cycle to improve literacy instruction in the content areas	October 2020 – September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivl cameras (D)
Provide PD for diagnostic assessments such as: DIBELS Next HMH Reading Assessment (RI) STAR Reading	October 2020 – September 2021	Observations (F) Achievement Data (S)	Consultants (G)
Provide opportunities for teachers to earn the Reading Endorsement	October 2020 – September 2021	Number of participants enrolled/ Completed (F)	Reading Endorsement Fee (G)
Training for Literacy Workshop Model	October 2020 – September 2021	Coaching Notes (F) Achievement Data (S) Teacher Reflection (F)	RCPS Academic Coach (D) Swivl cameras (D)
Quarterly Family Literacy Program to develop parental literacy skills.	October 2020 – September 2021	Achievement Data (S) Parent Survey (F)	Books and resources (G) Stipends (G)
Provide professional learning for increasing achievement of SWD/EIP/ELL students	July 2021	Achievement Data (S)	Conferences (G) Consultants (G)

Purchase and provide summer reading materials.	May 2021	Achievement Data (S) Parent Survey (F)	Books and resources (G)
Year Two: 2021-2022			
Implement training on the use of Interactive Notebooks.	October 2021 Repeated each year for new teachers.	Observations (F) Achievement Data (S)	Substitutes (G) Instructional Coach (D)
Professional Development on creating common formative assessments.	August 2021	Coaching Notes (F) Achievement Data (S) Teacher Reflection (F)	Professional Learning Registration (G) School Based PL Consultants (G)
PD on questioning strategies to develop higher-level thinking.	October 2021- September 2022	Coaching Notes (F) Achievement Data (S) Teacher Reflection (F)	Substitutes (G) Consultants (G)
Implement a classroom library collection of books.	October 2021 – September 2022	Achievement Data (S) Reading Interest Inventory (F)	Literacy materials including bilingual books and books on various Lexile's (G)
Purchase reading instructional materials for SWD, EIP, and ELL classes	October 2021 – September 2022	Achievement Data (S) Teacher Reflection (F)	Materials (G) My Lexia (G) Success Maker (G)
Year Three: 2022 – 2023			
Literacy Conferences for teachers to learn new strategies.	October 2022 – September 2023	Achievement Data (S) Teacher Reflection (F)	Literacy Conference fees (G)
Expand afterschool program to include a literacy focus.	October 2022 – September 2023	Achievement Data (S) Reading Interest Inventory (F)	Literacy materials including bilingual books (G) Salaries for personnel (G)
Continue professional development on creating common formative assessments.	October 2022 – September 2023	Coaching Notes (F) Achievement Data (S) Teacher Reflection (F)	Professional Learning Registration (G) School Based PL consultants (G)

Continue to provide professional learning for increasing achievement of SWD/EIP/ELL students	October 2022 – September 2023	Achievement Data (S)	Conferences (G) Consultants (G) Professional Development (G)
Continue to provide professional learning on designing scaffolded writing lessons for teachers, paraprofessionals, admins	October 2022 – September 2023	Pearson writing data (F) ELA Milestone (S)	UGA writing consultants (G) Stipends (G) Pearson platform (G) Lucy Calkins writing (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

- Content area literacy professional development
- Continuous training for new teachers
- Creating strong family-school-community partnerships (Dooley, 2017, p. 2)
- Diagnostic Reading training
- Explicit comprehension strategy instruction (Dooley, 2017, p. 3)
- Explicit vocabulary instruction (Dooley, 2017, p. 3)
- Interactive notebook professional development
- Reading Workshop training for all grades

Resources Needed

- Educational supplies for literacy interventions such as hands on materials and teacher resources
- Effective screening, progress monitoring and diagnostic tools
- High quality, evidence-based intervention materials

- Instructional technology to expand media titles for student access to print, increase student engagement, and add more current periodicals for teacher/student use for research, planning and instruction
- Instructional Technology to support student engagement such as tablets, software, and interactive apps
- Literacy consultants' fees for professional learning
- Progress monitoring tool (technology to support progress monitoring tool)
- Purchase Lexile based reading program
- Resources to teach writing across the curriculum (professional development)
- Stipends, travel expenses, fees and materials for professional learning
- Substitutes' salaries for literacy based professional learning
- Up to date equipment for listening centers
- Variety of high-quality books (including eBooks) on different reading levels including informational and complex text in content areas to add to classroom libraries and media center
- Web-based computer intervention programs
- Materials to create a welcoming and inviting Media Center and literacy stations throughout the building.

SCHOOL LITERACY PLAN

Pine Street Elementary

SCHOOL HISTORY

Pine Street Elementary School, located in Conyers, Georgia, opened in 1956. However, in 2018, Pine Street students and staff moved into a brand new, state-of-the-art school building. This school is one of 11 elementary schools in Rockdale County. Pine Street serves many diverse students in grades Pre-K-5. The school facility includes five classrooms in each grade level for kindergarten through 5th grade, two Pre-K classes, and three MOID classes. The school serves 698 students comprised of 63.75% African American, 23.20% Hispanic, 8.30% Caucasian, 3.44% Multi-race, 0.57% Asian, 0.57% Hawaiian, and 0.14% American Indian. Currently, 85.39% of the student population is economically disadvantaged. This school has a low teacher turnover rate, but it has increased from 3.64% to 12.37%. Only twelve out of 48 teachers currently have a reading endorsement, and ten teachers have five or less years of experience.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

The Pine Street administrative team is comprised of the principal, assistant principal, school counselor, RTI coordinator, digital learning specialist, and media specialist. In addition to the administrative team, Pine Street's building leadership team meets monthly and includes two teachers from each grade level and one teacher from each department.

COMMUNITY ASSETS

Parental involvement is promoted and encouraged at Pine Street. Parents participate in workshops, field trips, and special events. They also help with the PBIS school store and volunteer in classrooms. Pine Street's business partners, including Publix, Conyers United Methodist Church, Zaxby's, Chick-fil-A, Cici's Pizza, Dairy Queen, Olive Garden, Home Depot, and Lowe's, also help to provide donations and volunteers.

PAST INSTRUCTIONAL INITIATIVES

Pine Street has continued to focus on student growth and achievement and has worked diligently to implement many different initiatives, such as:

- Kindergarten round-up to identify rising Kindergarteners who are below grade level entry expectations for services through EIP

- KinderCamp with rising Kindergarten students and parents to acclimate them to the school setting and provide basic learning experiences

- Achieve 3000 to improve Lexile levels with nonfiction texts

Current data still reflects a need for support in the areas of reading and writing.

CURRENT INSTRUCTIONAL INITIATIVES

Many valuable instructional initiatives are currently taking place at Pine Street, such as:

- Professional Learning focused on Guided Reading, Reading Strategies, and Rigor of Questioning and tasks
- Professional Learning Communities (PLC) at each grade level to analyze data, plan interventions and enrichment, and create common formative assessments
- Scheduled intervention/enrichment reading and math blocks, as well as tutors, to provide more small-group, targeted instruction
- Emphasis on strengthening Tier 1 evidence-based instructional strategies, establishing and sharing learning targets with students, and writing across the curriculum with feedback
- Kindergarten Reimagined: assessing incoming kindergarteners the first week of school in order to create balanced, heterogenous classes
- Lexia Core 5 with ESOL students to determine reading level/deficits, reinforce literacy skills, and remediate target areas
- ESOL, EIP, RTI, and Special Education services to students who have qualified for these programs/services
- Extracurricular opportunities: Beta Club, Media Team, Honors Chorus and Singers, Math 24 Club, MAPS (student mentors) and Safety Patrol, SciAP (Science) Club, and Reading Bowl Team
- Saxon Phonics
- RTI grade level meetings for students receiving Tier 2 interventions and individual meetings for students receiving Tier 3 interventions
- School-wide implementation of PBIS and a PBIS Leadership Team
- District-wide implementation of Common Unit Assessments
- Collaboration with district level coaches, as well as a school-based coach and digital learning specialist
- TEAMS to house team documents, lessons, resources, assessments, and data analysis
- Leadership development book studies for Leadership Team
- SWIS data that is continuously updated and monitored
- Monthly TSS meetings and mentors for new teachers

NEED FOR A STRIVING READERS PROJECT

After reviewing the Literacy Needs Assessment, Pine Street plans to emphasize literacy focus and instruction across the curriculum, as well as provide more professional learning and implementation of best practices in literacy instruction. According to the Survey of Literacy Instruction completed by teachers, there is also a desire to have more professional learning in writing instruction.

While there has been an increase in distinguished learners in all three grade levels in current CCRPI data, there is also an increase in beginning learners in 3rd and 5th grade. Student growth percentiles (SGPs) are being monitored closely to insure growth at all levels. Teachers are utilizing interventions and providing targeted instruction through small groups. Teachers are also setting goals and sharing Lexile expectations and individual achievement with students.

A lack of vocabulary is also impacting student comprehension and Lexile levels.

CCRPI Three Year Trend – Grades 3-5

School Year	Subject	# Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2018-19	ELA		25.7%	41.3%	26.0%	6.9%
	Science	116	40.5%	26.7%	27.6%	5.2%
	Social Studies	116	30.2%	52.6%	13.8%	3.4%
2017-18	ELA	324	26.2%	46.6%	25.0%	2.2%
	Science	114	25.4%	32.5%	32.5%	9.6%
	Social Studies	114	24.6%	53.5%	19.3%	2.6%
2016-17	ELA	311	27.0%	46.9%	22.5%	3.5%
	Science	100	32.0%	39.0%	22.0%	7.0%
	Social Studies	100	41.0%	48.0%	10.0%	1.0%

Grade 3

School Year	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2018-19	ELA	112	35.7%	36.6%	18.8%	8.9%
2017-18	ELA	114	27.2%	51.8%	19.3%	1.8%
2016-17	ELA	97	32.0%	40.2%	24.7%	3.1%

Grade 4

School Year	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2018-19	ELA	117	21.4%	45.3%	25.6%	7.7%
2017-18	ELA	95	34.7%	35.8%	28.4%	1.1%
2016-17	ELA	114	23.7%	44.7%	25.4%	6.1%

Grade 5

School Year	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2018-19	ELA	117	20.5%	41.9%	33.3%	4.3%
	Science	116	40.5%	26.7%	27.6%	5.2%
	Social Studies	116	30.2%	52.6%	13.8%	3.4%
2017-18	ELA	115	18.3%	50.4%	27.8%	3.5%
	Science	114	25.4%	32.5%	32.5%	9.6%

	Social Studies	114	24.6%	53.5%	19.3%	2.6%
2016-17	ELA	100	26.0%	56.0%	17.0%	1.0%
	Science	100	32.0%	39.0%	22.0%	7.0%
	Social Studies	100	41.0%	48.0%	10.0%	1.0%

2018-2019 Milestones Growth Percentile for ELA

CCRPI 2019
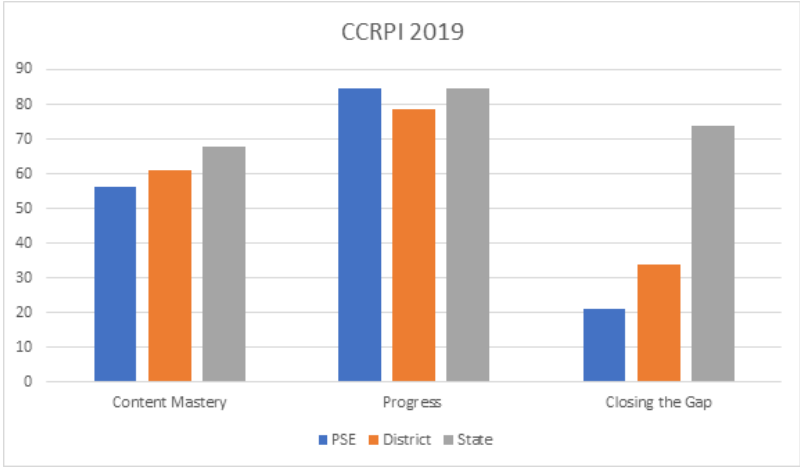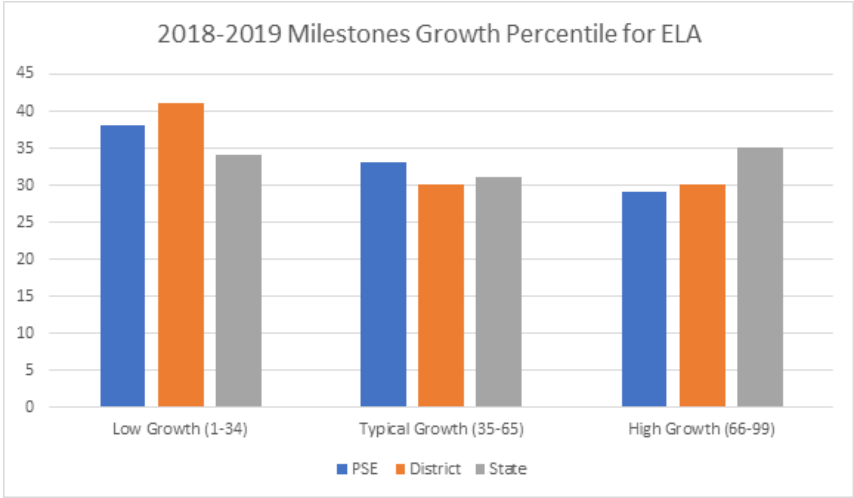
Pine Street is meeting progress targets but falling behind the district and state averages in content mastery and closing the gap.

PSE Student Groups in Literacy on the 2018-2019 GAM							
Readiness		Closing the Gaps		SGP Levels			
Literacy		Score	Target	one- 29	30-40	41-65	66-99
All Students	45.43%	58.93	55.38	23.79%	11.17%	25.24%	39.81%
Black	43.84%	59.47	51.29	27.13%	9.30%	26.36%	37.21%
Hispanic	42.50%	54.22	53.78	19.30%	14.04%	17.54%	49.12%

Multi-Racial	Too few students						
White	65%	69.05	78.86	20.00%	20.00%	26.67%	33.33%
Economically Disadvantaged	42.91%	56.57	53.91	24.34%	10.58%	25.40%	39.68%
English Learners	31.48%	40.74	53.36	23.53%	20.59%	8.82%	47.06%
Students with Disability	11.90%	32	48.97	35.71%	14.29%	14.29%	35.71%

Pine Street must work diligently to close the gaps with the following subgroups: white, English learners, and students with disabilities. Too many students are in the lowest SGP band in every subgroup, especially in the group of students with disabilities. This same group also scored low in Literacy Readiness. ELL and Access growth is not translating to achievement in other areas. Administrators will frequently meet with EL and Special Education teachers to monitor progress. The school is also implementing an After-School Tutorial targeting 3rd and 4th grade students who are served EL and Special Education in Reading and Math.

urrent *STAR ading Scores*	3rd	4th	5th
Beginning Learner	31%	19%	21%
Developing Learner	37%	50%	43%
Proficient Learner	28%	29%	35%
Distinguished Learner	3%	2%	1%

Pine Street's STAR Reading data also supports the need to increase the number of students scoring at the proficient and distinguished levels. Teachers and students will be setting goals and monitoring data. In order to better prepare third-grade students, Pine Street would like to implement more writing and comparing of texts in second grade.

Caseload Numbers	Number of students
Tier 3 RTI	59
EIP	204
ESOL	59 active 30 monitored
Special Education	75

Pine Street has a very high number of students requiring intervention. The staff works strategically to provide appropriate services through RTI, EIP, ESOL, and Special Education. Qualifying students are served and monitored closely by classroom and support teachers.

SCHOOL LITERACY GOALS

Goal 1: At least 50% of students in grades 3 through 5 will meet or exceed the end of the year CCRPI Lexile by May 2021.

Grade Level	Current % at CCRPI Lexile
3rd grade	36%
4th grade	38%
5th grade	51%

Goal 2: At least 80% of students will score as Developing Learners or Above on the Milestone ELA EOG by May 2021.

Grade Level	Current % at Developing or Above on ELA EOG Milestones
3rd grade	59%
4th grade	79%
5th grade	72%
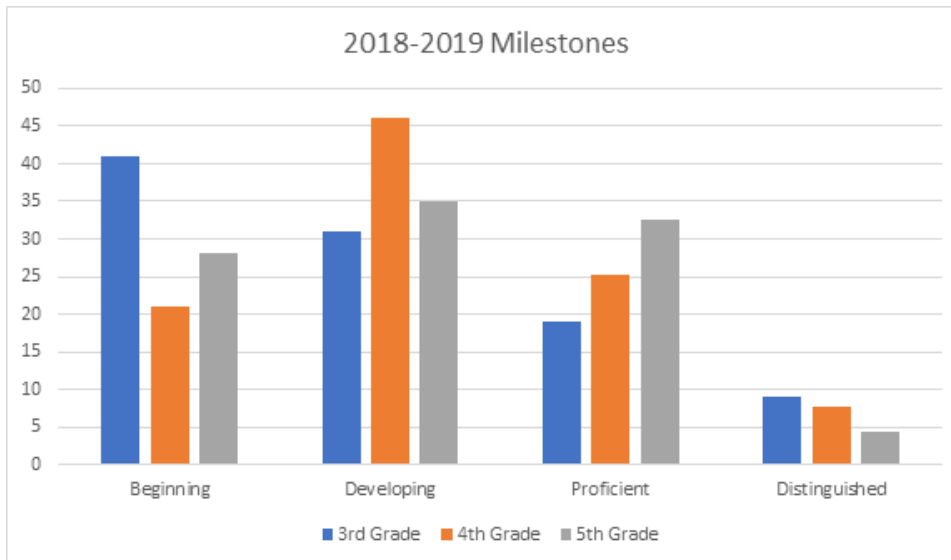
Goal 3: Increase the percentage of students scoring as Developing Learners or Above on the Science EOG by a minimum of 5 points each year of the grant.

Goal 4: Increase the percentage of students scoring as Developing Learners or Above on the Social Studies EOG by a minimum of 5 points each year of the grant.

IMPLEMENTATION PLAN

The PSE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Professional Learning Needs

Year One: October 2020 – September 2021

Action Steps	Timeline	Evaluation	Resources
Implementation of ThinkCerca (Grades 3-5) for reading, writing, science, and social studies with professional learning support	October 2020 - September 2021	ThinkCerca Achievement data in all areas (S)	ThinkCerca Programs for grades 3-5 (D); Professional Learning for ThinkCerca for 3-5 (D)
Implement a coaching cycle to improve literacy instruction	October 2020 - September 2021	Teacher reflection (F); Coaching notes (F); Achievement data (S)	UGA literacy consultants (G); School Academic Coach (D)
Reading intervention and enrichment block for grades K-5	October 2020 - September 2021	Achievement data (S)	Salaries for Tutors (G); Intervention/Enrichment Resources (G); Professional learning based on student data and teacher needs (G); RTI (D)
Goal setting with students knowing their current data and setting goals for themselves (short term and long range)	October 2020 - September 2021	Student achievement data (S)	Data Folders (G)
Quarterly data team analysis and intervention planning	October 2020 - September 2021	Achievement data (S)	Substitute Costs (G)
Completion of strategic FIP modules	October 2020 - September 2021	Achievement data (S)	FIP model resources (G)
Quarterly literacy half day planning	October	Achievement data (S)	Substitute Costs (G)

	2020 - September 2021		
Implementation of Accelerated Reader Program	October 2020 - September 2021	Accelerated Reader Achievement data (S)	Accelerated Reader Program (D)
Professional learning from district coaches including model lessons and grade level collaboration	October 2020 - September 2021	TKES (S);	Literacy, Science, and Social Studies District Coaches (D)
Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices	October 2020 - September 2021	TKES (S); Observation Notes (F); Achievement data (S)	Professional learning texts (Reading strategies, Reading Interventions, etc.) (G); Registration fees for literacy conferences
Implementation of Typing Without Tears to help students prepare for time limits on Constructed Response Essays/Questions on GA Milestones	October 2020 - September 2021	Typing Without Tears Teacher Achievement Data (S)	Typing Without Tears program (G)
Purchase additional Mentor Text resources	October 2020 - September 2021	TKES (S)	Mentor Text Books (G)
Leverage digital resources to increase engagement and achievement in literacy and ensure equitable access for all students	October 2020 - September 2021	TKES (S); Achievement data (S)	ItsLearning (D); Digital Literacy Resources (G); One to one devices for all grade levels K-1 (G,D), 2-5 (D)
Increase vocabulary	October 2020 - September 2021	Achievement data (S)	Vocabulary resources (G)
Implement the use of learning targets with students	October 2020 - September 2021	TKES (S); Observation Notes (F); Achievement data (S)	Professional Learning on Learning Targets (D); Professional Learning texts (G)
Increase writing across the curriculum	October	TKES (S);	Professional learning texts (G)

	2020 - September 2021	Observation Notes (F); Achievement data (S)	
Increase literary exposure in all genres for all students	October 2020 - September 2021	Achievement data (S)	Classroom libraries (G); Updated books for media center (G)
Implement an After-School Tutorial Program	October 2020 - September 2021	Achievement data for attending students (S)	Materials for the After-School Tutorial Program (G); Salaries for After School Personnel (G)
Develop leaders through book studies with school Leadership Team	October 2020 - September 2021		Books for book studies (G)
Implement DIBELS (K-3) and HMH (RI) (3-5) assessments three times a year	October 2020 - September 2021	DIBELS Next and HMH achievement data (S)	DIBELS Next (K-3) program (G); HMH Reading Assessment (RI) program (G)

Year Two: October 2021 – September 2022			
Action Steps	**Timeline**	**Evaluation**	**Resources**
ThinkCerca Training for new teachers (Grades 3-5) and continued professional learning support for returning teachers	October 2021 - September 2022	ThinkCerca Achievement data in all areas (S)	ThinkCerca Programs for grades 3-5 (D); Professional Learning on ThinkCerca (G)
Reading intervention and enrichment block for grades K-5	October 2021 - September 2022	Achievement data (S)	Salaries for Tutors (G); Intervention/Enrichment Resources (G); Professional learning based on student data and teacher needs (G); RTI (D)
Quarterly data team analysis and intervention planning	October 2021 - September 2022	Achievement data (S)	Substitute Costs (G)
Completion of strategic FIP modules	October 2021 - September 2022	Achievement data (S)	FIP model resources (G)

Implement DIBELS (K-3) and HMH (RI) (3-5) assessments three times a year	October 2021 - September 2022	DIBELS Next and HMH achievement data (S)	DIBELS Next (K-3) program (G); HMH Reading Assessment (RI) program (G)
Enroll teachers in all content areas in endorsement programs (reading, gifted)	October 2021 - September 2022	TKES (S)	Endorsement classes (D)
Increase vocabulary	October 2021 - September 2022	Achievement data (S)	Vocabulary resources (G)
Implementing Learning Targets with students	October 2021 - September 2022	TKES (S); Observation Notes (F); Achievement data (S)	Professional Learning on Learning Targets (D); Professional Learning texts (G)

Year Three: October 2022 – September 2023

Action Steps	Timeline	Evaluation	Resources
ThinkCerca training for new teachers (Grades 3-5) and continued professional learning support for returning teachers	October 2022 - September 2023	ThinkCerca data in all areas (S)	ThinkCerca for grades 3-5 (D); Profession Learning onThinkCerca (G)
Reading intervention and enrichment block for grades K-5	October 2022 - September 2023	Achievement data (S)	Salaries for Tutors (G); Intervention/Enrichment Resources (G); Professional learning based on student data and teacher needs (G); RTI (D)
Quarterly data team analysis and intervention planning	October 2022 - September 2023	Achievement data (S)	Substitute Costs (G)
Completion of strategic FIP modules	October 2022 - September 2023	Achievement data (S)	FIP model resources (G)
Implement DIBELS (K-3) and HMH (RI) (3-5) assessments three times a year	October 2022 - September 2023	DIBELS Next and HMH achievement data (S)	DIBELS Next (K-3) program (G); HMH Reading Assessment (RI) program (G)

Key:

(F) = Formative assessment(s) conducted throughout the year
(S) = Final assessment of whether or not you met a target (annually)
(G) = Grant-funded resource
(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

- Coaching based on needs
- Registration fees for literacy conferences
- Endorsement classes
- Reading and writing consultants and training
- Content area literacy training
- Continuous training for new teachers
- Books studies to develop leaders

Resources Needed

- Programs: ThinkCerca, Accelerated Reader Program, Typing without Tears, Vocabulary program
- Salaries: Tutors, Substitutes, After School teachers, Academic Coach, RTI Coordinator
- Literature: mentor textbook, digital literacy resources, updated books for media center, classroom libraries (concentrating on hot standards: point of view, sequence, cause/effect, compare/contrast, etc.), professional learning texts, books for growing leaders
- Afterschool Tutorial Program
- Assessments: DIBELS (K-3) and HMH Reading Assessment (RI) (3-5)
- Teacher resources: intervention and enrichment resources, FIP model resources, writing strategy resources, technology devices for K-1, vocabulary resources

<p style="text-align:center">**SCHOOL LITERACY PLAN**</p>

<p style="text-align:center">Memorial Middle School</p>

SCHOOL HISTORY

Memorial Middle School (MMS), located 25 miles outside of Atlanta within the Rockdale County School District, is the second middle school in the state of Georgia to receive STEM Program Certification from Georgia's State School Superintendent Richard Woods. Each student enrolled in this program takes three years of scientific research. Since its opening in 1995, MMS has experienced significant shifts in demographics, economic status, and an increase in enrollment. The current enrollment for MMS is 800 students with 83.1% being African American, 9.1% Hispanic and 3.1% White. Free and reduced lunch students make up 72.0% of the student population.

Over the past few school years, Memorial Middle School has experienced high teacher and leader turnover, which has resulted in inconsistent academic achievement for students. While MMS experienced an increase in the CCRPI score for 2019, many of the staff who were here during that time have moved on. Current data, including district common assessments and the STAR assessments, indicate a downward trend in this year's academic performance.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

The MMS administrative team is comprised of Principal Andrea Nelson, two grade-level assistant principals and one assistant administrator. Memorial has experienced a lack of consistency in the administrative team, as both Mrs. Nelson and Ms. Hinds are new to MMS this year. Our second assistant principal has been at Memorial for two and a half years.

The Building Leadership Team consists of three administrative assistants, two counselors, a STEM Coordinator, five department chairs (ELA, Math, Science, Social Studies and Connections), grade level chairs and various classroom teachers. The team meets twice a month.

COMMUNITY ASSETS

We have a core group of involved parents at Memorial Middle School; however, parent turnout at school events is limited. Parents monitor their children's assignments and progress through a variety of district implemented platforms such as Infinite Campus (gradebook), ItsLearning (learning management system), or ClassDoJo. Parents are also kept abreast of school information via several social media outlets such as Facebook, Twitter, and Remind, resulting in an increase in communication between parents and teachers. In addition, a part-time parent liaison coordinates communication and activities to promote engagement among parents, staff, students, and other stakeholders.

Our community partners include Kumon, Peach State Health Care, DaVido's Pizza, and several local churches. Community partners support parent engagement events, mentoring programs, and student recognition events with resources or volunteers.

PAST INSTRUCTIONAL INITIATIVES

- Read 180: A lack of adequate training and funding led to the end of this program
- Writing Portfolios
- Write Score: The teachers had a lack of training on using the program
- AVID: Successful as a connections course within the first three years of implementation, but staffing changes resulted in a lack of consistency
- Enrichment Clusters: Implementation was flawed and created unbalanced classes
- Defined STEM: Teachers lacked the necessary training

CURRENT INSTRUCTIONAL INITIATIVES

The district's current instructional initiatives include Pearson's digital platform, USATest Prep, STAR 360, Language Live, and ThinkCERCA.

MMS is implementing the following instructional literacy initiatives:

- Dedicated Intervention and Enrichment Block -- Assessment data is used to identify and group students to provide intervention for ELA and math.
- Connections reading classes -- Teachers use the Language Live blended model intervention reading program to close gaps.
- Professional Learning Communities -- Protected time each week for collaborative planning and PL
- ThinkCERCA provides consistent writing instruction across grade levels and classrooms
- Interdisciplinary STEM journal -- Students in the STEM program record their learning experiences daily in an interdisciplinary journal.
- Research classes promote integration of authentic research assignments

NEED FOR A STRIVING READERS PROJECT

MMS has experienced a high rate of staff turnover for the past several years, with 22% of the staff leaving at the end of SY18 and 33% leaving at the end of SY19. Currently, only two teachers have completed the reading endorsement, though three teachers are working toward completing the endorsement this year.

Years of Experience	Number of Staff Members
0-3 years	6
4-9 years	15
10-15 years	19
16+ years	27

CCRPI 7-Year Trend

	2013	2014	2015	SY16	SY17	SY18	SY19
MMS	80.6	75.7	70.1	68.9	59.9	59.2	73.5

State MS Average	74.6	73.2	71.2	71.5	73	76.2	72.1

While the overall CCRPI score increased last year, performance falls far below the indicators that identify students as college and career ready. The grade equivalency to the Lexile scores identifies most of our students as reading at least three **grades below grade level.**

	6th	7th	8th
MMS	764	835	882
College & Career Readiness Range	925-1070	970-1120	1010-1185

Our STAR 360 data demonstrate an increasing percentage in the number of students identified as beginning readers.

STAR 360 Reading

December 2019				
	Distinguished	**Proficient**	**Developing**	**Beginning**
ALL 6th Grade	.91%	27.27%	45.45%	26.36%
Dec 2018	3.6%	30.1%	34.2%	31.9%
GMAS 2019	6.26%	30.25%	38.46%	23.03%

December 2019				
	Distinguished	**Proficient**	**Developing**	**Beginning**
ALL 7th Grade	2.97%	29.21%	37.62%	30.2%
Dec 2018	2.7%	21.6%	44.4%	31.2%
GMAS 2019	6.26%	30.25%	38.46%	23.03%

December 2019				
	Distinguished	**Proficient**	**Developing**	**Beginning**
ALL 8th Grade	4.78%	30.51%	45.22%	19.49%
Dec 2018	5.4%	25.2%	42.5%	26.7%
GMAS 2019	6.26%	30.25%	38.46%	23.03%

We recognize that achievement data often reveal weaknesses in content area literacy skills not shown on ELA assessments. In looking at the students' performance on the Milestone EOGs for science and social studies, additional needs are revealed. As seen in the chart below, MMS's students scored below the state level in all three years, except social studies in 2018.

Percent of Students Scoring Developing Learner or Above on Milestone EOGs

	SY17		**SY18**		**SY19**	
	MMS	**State**	**MMS**	**State**	**MMS**	**State**

| Social Studies | 54.37% | 64.46% | 79.95% | 78.84% | 70% | 79.8% |
| Science | 41.29% | 57.9% | 64.64% | 69.91% | 57.84% | 70.66% |

The ThinkCERCA assessment measures how well students develop their ideas, organize their writings and implement correct grammar and mechanics. **Assessment data indicate that 2/3 of MMS students score below average.** This means that each grade level fails to demonstrate proficiency in any aspect of the writing process.

Community Overview

Students recite the Seminole pledge each morning: "I am a Seminole. I am respectful. I am responsible. I am resourceful. And I am ready to learn." This pledge, which is also posted throughout the building, has created a united message for students, teachers, and parents. However, we recognize that the vision is not yet institutionalized due to the change in building leadership, as well as a large percentage of the staff are new to the building. This is reflected in a recent AdvancEd School Quality Factor (SQF) survey. Just 25% of students feel they can "talk to my teacher about anything," and only 30% feel their schoolwork has "meaning and purpose." Additionally, district and school initiatives have left 71% of teachers feeling that there is never enough time in the day to complete the required tasks.

The percentage of students who are directly certified (receive SNAP or TANF, homeless, unaccompanied youth, foster or migrant) at MMS is 39.1%. With an overall CCRPI score of just 59.2, MMS has a 4-star Climate Rating. Deficits are found in students, staff and parents survey, as well as in discipline. There are a number of discipline hot spots and it is, in fact, the chief concern. Nearly 25% of all ISS/OSS referrals district-wide, occur at MMS, and is rising. In 2014 there were 184 referrals at MMS, in 2016 there were 244 referrals. 2017 was nearly doubled that at 447 referrals to ISS. While the State ISS rate in 2017 was just 8.9%, the RCPS district rate was 7.7%, but Memorial Middle School came in at a staggering 17.4%! OSS numbers are similar - State 6.4%, RCPS 6.6%, and MMS is more than double that at 13.9%. Specifically, MMS holds the highest numbers of battery incidents, fights, gang-related problems, vandalism, weapons-knife incidents, and student incivility. MMS also ranks near the top of the district in disorderly conduct, larceny, and threats/intimidation incidents.

This school zone has the highest number of foreclosures, crime and homelessness in the district. Students come from homes with incarcerated parents, siblings split and living in different homes, foster children, teen moms, exposure to drugs and sex trafficking, gangs, etc. Critically needed services include mental health options, grief counseling, connections to medical services, parenting workshops and a variety of therapeutic and social emotional supports.

SCHOOL LITERACY GOALS

Goal 1: Students in sixth through eighth grade will increase their performance in ELA on the Georgia Milestones Assessment in the developing, proficient, and distinguished range by a minimum of 3% each year of the grant period.

Goal 2: Students will demonstrate an increase in writing scores on the Milestones writing items by at least 5% by the end of the grant period.

Goal 3: Increase the percent of students scoring Developing Learner and Above on the 8th Grade Science GA Milestone Assessment by at least 5% by the end of the grant period.

Goal 4: Increase the percent of students scoring Developing Learner and Above on the 8th Grade Social Studies GA Milestone Assessment by at least 5% by the end of the grant period.

IMPLEMENTATION PLAN

The SHS Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – June 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Provide PL on designing scaffolded writing lessons	Oct 2020 – June 2021	ThinkCERCA writing data (F) ELA Milestone (S)	Writing consultants (G) Pearson platform (D)
Evaluate current literacy resources available to staff and students	June 2020	Average age of media center materials (F) Media center usage (F)	Media specialist (D)
Provide PL to improve literacy instruction in the content areas	Oct 2020 – June 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivel cameras (D)
Provide PL on implementing strategies to differentiate instruction for all learners	Oct 2020- June 2021	Teacher survey data (F) Lesson Plans (F)	Substitutes (G) Consultants (G)
Provide release time for collaborative lesson planning and peer observations	Oct 2020 – June 2021	Teacher reflection (F) Achievement Data (S) Lesson Plans (F)	Substitutes (G) District Coaches (D)
Provide enrichment and interventions during a Summer Literacy Camp	June 2021	Lesson Plans (F) Student survey (F)	Stipends (G) Books (G) Transportation (G)
Provide coaching support to teachers with creating more engaging classroom environments	Oct 2020 – June 2021	Teacher reflection (F) Lesson Plans (F) Achievement Data(S) Observations (F)	District Coaches (D) Professional Books on Engagement (G)
Year Two: July 2021 – June 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**

Purchase new books for media center and classroom libraries to support choice reading opportunities (NCEE, 2008, p. 9)	July 2021 – June 2022	Media center report (F) Achievement data (S)	Print and digital books (G)
Provide PL on teaching and integration of the Language Standards (Grammar & Vocabulary)	July 2021 – June 2022	Teacher reflection (F) Achievement Data (S) Lesson Plans (F) ELA Milestones (G)	MetroResa Consultant (G)
Employ literacy tutors to work with small groups of students on specific areas (standards) of weakness (Dooley, 2017, p. 3).	July 2021 – June 2022	Tutor notes (F) Benchmark data (F) Milestones data (S)	Literacy tutors (G) Pearson Platform (D)
Provide PL on questioning strategies to develop higher level thinking	July 2021 – June 2022	Coaching notes (F) Lesson plans (F)	MetroRESA Consultants (G) Stipends (G)
Provide PL on incorporating and building vocabulary in all content areas	July 2021 – June 2022	Teacher reflection (F) Coaching Notes (F) Achievement Data (S)	District Coaches (D) Professional Books (G)
Provide PL to model the use of Document Based Questions on-line platform in ELA and Social Studies classes	July 2021 – June 2022	Lesson Plan (F) Observation (F) Teacher reflection (F)	DBQ Trainers (G) Stipends (G) DBQ online platform (G)
Provide release time for collaborative lesson planning	July 2021 – June 2022	Teacher reflection (F) Achievement Data (S) Lesson Plans (F)	Substitutes (G) District Coaches (D)
Conduct summer remediation and enrichment camps to give intensive reading and writing instruction (Dooley, 2017, p. 2).	June 2022	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Student Surveys (F)	Literacy tutors (G) Stipends for staff (G) Language Live (D)

Year Three: July 2022 – June 2023

Action Step	Timeline	Evaluation	Resources
Provide PL to improve planning for vertical alignment for Content Mastery	July 2022 – June 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S) Lesson Plans (F)	Swivel Camera (D) Resa Consultant (G)
Provide PL to assist teachers with Project Based Classroom Instruction	July 2022 – June 2023	Coaching Notes (F) Lesson Plans (F) Observation (F)	MetroResa Consultant (G)
Provide PL to improve literacy instruction in the content areas	July 2022 – June 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy consultants (G) Swivel cameras (D)
Reading Endorsement Certification for additional teachers (National Center for Education Evaluation, 2008, p. 9	July 2022 – June 2023	Certifications	District Reading Endorsement instructors(G) MetroRESA materials/platform (G) Stipends (G)
Conduct summer remediation and enrichment camps to give intensive reading and writing instruction (Dooley, 2017, p. 2).	July 2022 – June 2023	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Student Surveys (F)	Literacy tutors (G) Stipends for staff (G) Language Live (D)

Year Four: July 2023 – Sept 2024

Action Step	Timeline	Evaluation	Resources
Provide PL on designing scaffolded writing lessons	July 2023 – Sept 2024	ThinkCERCA writing data (F) ELA Milestone (S)	Writing consultants (G) Pearson platform (D)
Provide PL to improve planning for vertical alignment for Content Mastery	July 2023 – Sept 2024	Teacher reflection (F) Coaching notes (F) Achievement data (S) Lesson Plans (F)	Swivel Camera (D) Resa Consultant (G)
Provide PL to improve literacy instruction in the content areas	July 2023 – Sept 2024	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy consultants (G) Swivel cameras (D)

Provide release time for collaborative lesson planning	July 2023 – Sept 2024	Teacher reflection (F) Achievement Data (S) Lesson Plans (F)	Substitutes (G) District Coaches (D)
Conduct summer remediation and enrichment camps to give intensive reading and writing instruction (Dooley, 2017, p. 2).	July 2023 – June 2024	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Student Surveys (F)	Literacy tutors (G) Stipends for staff (G) Language Live (D)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

PROFESSIONAL LEARNING NEEDS

How to provide effective literacy instruction

- Increase student motivation and engagement in literacy learning during classroom instruction
- Increase teacher knowledge of research-based pedagogical practices to enhance teaching and learning (National Center for Educational Evaluation, 2008, p. 9)

Questioning strategies to promote deeper thinking and comprehension PL for all teachers

- Provide opportunities for extended discussion of text meaning and interpretation (National Center for Educational Evaluation, 2008, p. 9)

Teaching Citing Textual Evidence

- Provide direct and explicit comprehension strategy instruction

Integrating grammar instruction into the reading and writing processes

- Building inferential language skills, vocabulary and lexical knowledge (National Center for Educational Evaluation, 2017, p. 43)

Provide professional development for new teachers on all grant-provided initiatives.

Teaching Writing for struggling writers, PL for all teachers

- Partnering with National Writing Project for PL
- Use rubrics to have students self-assess and peer-assess their writing
- Explicitly teach appropriate writing strategies and how to select the appropriate strategy for each step in the writing process (National Center for Educational Evaluation, 2017, p. 6-7)

Teaching Vocabulary PL for all teachers

- Provide explicit vocabulary instruction (National Center for Educational Evaluation, 2008, p. 9)
- Culturally sensitive focus on academic language

Word Skills, Fluency & Comprehension for Middle School students PL for all teachers

- Building early language development

Vertical Alignment Training (6-8) PL for teachers

- Include time for extended collaboration and PLCs (Dooley, 2017, p. 8; National Center for Educational Evaluation, 2017, p. 6-7)

Implementing the 3 Part Lesson and Components PL for all teachers

- Emphasis on a coherent series of opportunities for PL and improving practice

Implementing Differentiated Instruction and Project Based Instruction

- Plan for students' differences so that all students can learn best
- Project Based Learning for collaborative and engaging avenues that are an integral part of student success and long-term growth (Brederson, 2009)

Incorporating Document Based Questions Training for ELA and Social Studies Teacher.

- Students need many opportunities to work with texts in which they evaluate and synthesize what they read and then use evidence from texts to respond to tasks (Marsumara, Correnti, & Wang, 2015)

Reading Endorsement Certification for additional teachers.

Resources Needed

- Consultants to provide professional learning on high-yield instructional practices
- Attendance at the L4GA literacy institutes
- Online courses, PLCs, and coaching
- Classroom library for each teacher
- Updated materials for the media center
- Funds for academic consultants and tutors
- Motivational speaker series
- Registration fees and travel fees for literacy conferences
- Stipends and transportation for summer literacy camp

Rockdale County High School

SCHOOL HISTORY

Rockdale County High School (RCHS), established in 1954 and located in Conyers, 25 miles east of Atlanta, has 113 certified and 28 classified staff members.

In 2000, Rockdale Magnet School for Science and Technology was established as a school within a school on the RCHS campus and is the first recognized STEM certified school in the state. In 2013, as a part of the Rockdale County Public Schools vision of creating "Choice Schools," the Rockdale Institute of Advanced Technology was created.

RCHS Racial and Ethnic backgrounds of 2,104 students

Native American	0.10%
Hawaiin	0.19%
Asian	2.00%
Multi-racial	3.00%
Hispanic	11.00%
White	11.00%
African American	74.00%

Percentage of Enrollment by Race/Other Subgroups

Race/Ethnicity	Asian	Black	Hispanic	Native American/ Alaskan Native	White	Multiracial
2018-19	3.0%	72.0%	13.0%	0.0%	10.0%	3.0%
2017-18	2.0%	73.0%	11.0%	0.0%	11.0%	2.0%
2016-17	2.0%	74.0%	9.0%	0.0%	13.0%	3.0%

Percentage of RCHS students
- Free and Reduced meals
- Gifted
- Students with Disabilities served
- Rockdale Institute for Advanced Technology

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

Principal Eldrige Powell transferred to RCHS from Dutchtown in 2019. Assistant principal Pheneik Baskett has 20 years of English classroom experience and is the English Department administrator. One of the first things Dr. Powell did upon his arrival was create a School Literacy Team. The Team consists of one representatives from different grade level and content areas, media specialist, school counselor, Special Education, Digital Learning Specialist. The Team meets every week for collaborative planning.

The Building Leadership Team (BLT), comprised of departmental representatives and certified support staff, meets monthly to strategically reevaluate instruction in order to maximize student learning. Additionally, the departments are broken into small professional learning communities and meet on a weekly basis during shared planning time.

COMMUNITY ASSETS

RCHS parents actively support band, drama, and our sports program by organizing and running booster clubs, chaperoning, feeding students, attending events, and running concession stands.

Our most active business partners are Publix Supermarket and Zaxby's restaurant. Publix donates money based on customer spending and local restaurants have donated food for our faculty and student events. Our yearbook partner, Herff Jones, provides one senior scholarship to cover the cost of graduation and collects much of the senior graduation fees for us.

PAST INSTRUCTIONAL INITIATIVES

The past instructional initiatives include Read 180, writing portfolios, Literacy Design Collaborative, Write Score, PREPARE, and SRI. Each initiative successfully engaged students in literacy, but many of the initiatives failed due to 1) lack of appropriate training, 2) teacher and leader turnover, or 3) changes in district funding priorities.

RCHS CURRENT INSTRUCTIONAL INITIATIVES

RCHS currently uses several programs to improve and support literacy: Achieve3000, Language Live, Star 360, Pearson Realize, DBQ Project, USA Test Prep. However, many of these programs are not being implemented with fidelity due to teacher turnover and limited professional learning.

Other current initiatives include:

- Advisement program (replaced PREPARE) - school-based initiative to aid students in progress monitoring of their academic growth and achievement from grades 9-12. Students receive monthly 1-to-1 conferencing to set academic goals, review grades, GPA, and college/career readiness further re-enforced by counselors and the graduation coach.
- Academic Flex courses for ninth and tenth graders include SAT prep, community service, and interventions for math and English. Every nine weeks classes change based upon needs.
- Unit Recovery Program - instructional program beyond the regular school day to address the academic needs of students who are performing below course expectations. Participating students receive five standards-based instructional and learning opportunities consisting of pre- and post-assessments along with strategies that support academic success. There is no charge for students' participation and instruction is provided by certified teachers.
- After-school tutorial program in core subject areas: English, mathematics, science, and social studies; funded locally and includes transportation. 30-70 students attend weekly.
- AVID (Advancement Via Individual Determination) provides academic and motivational support for students who are traditionally underserved, pushing them to be successful in high school while preparing them for post-secondary opportunities. Locally funded and currently operating a full schedule without tutors due to insufficient funds.
- RCHS Literacy Focus – school-based initiative to expose students to cross-curricular reading of informational text and universal reading strategies. Students receive group instruction and independent practice once a month that is re-enforced in their ELA classroom.

NEED FOR A STRIVING READERS PROJECT

Traditionally a high-performing school, RCHS has seen a decline in achievement scores, dropping from a CCRPI score of 76.6 in 2015 to a 69.9 in 2017. We experienced another decline in 2018 to 68.2. Our CCRPI score increased to 70.6 in 2019; however, it is still not comparable to our scores in 2015 and continues to fall below the district and state achievement scores. The root causes for 11th grade students not meeting Lexile targets on the American Literature Milestone EOC; and for the increase in the decreasing number of students scoring developing or higher on the Milestones, seem to be attributed to the following factors: 1) students not meeting Lexile targets not being given an opportunity to participate in a sustained reading program aside from the ELA classroom to close reading comprehension gaps; 2) instructional delivery not providing strategic reading interventions across content areas; 3) discontinuing of a sustained writing program to provide instructional support in preparation for the Milestone; 4) a lack of media center funding to provide resources for teachers and students; 5) and a lack of funding to provide resources to parents of economically disadvantaged students to support student literacy outside of school.

Staff Needs Assessment

Our Literacy Team used the Survey of Literacy Instruction for High School Teachers to learn our greatest needs and gaps for professional learning and support.25% of respondents shared that they do not have adequate materials for teaching literacy as required.

- 35% of staff surveyed reveal that they are not prepared to effectively differentiate instruction.
- Many non-ELA teachers surveyed reveal that they are not required to provide literacy instruction.
- Many need support in responding to students' lack of student engagement and interest.
- Content area teachers report that they don't have enough time to dedicate to literacy instruction.
- Many staff members would like more information and time to work with small groups who are below level.

CCRPI Three Year Trend

CCRPI Three Year Trend
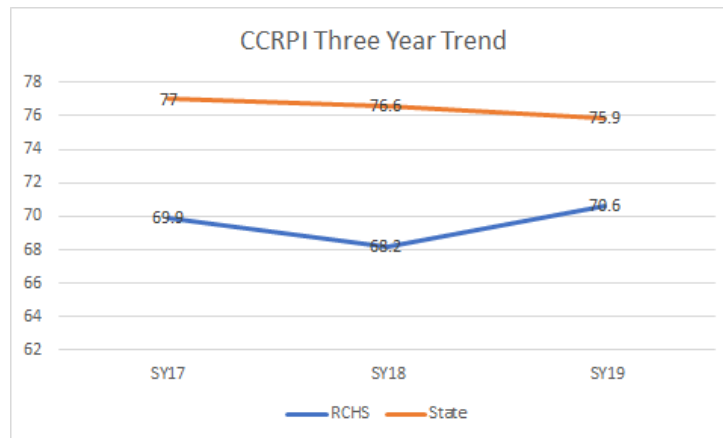
RCHS places strong emphasis on improving reading skills. The percent of 11th graders achieving a 1285 Lexile or higher on the Milestone EOC has increased from 54.3% to 64.8%. This increase is due to a focus on collaborative planning and implementing a formative assessment cycle.

11th Graders Achieving a 1285 Lexile or Above -American Literature Milestone EOC

Percent of 11th Graders Achieving a 1285 Lexile or Above on the American Literature Milestone EOC
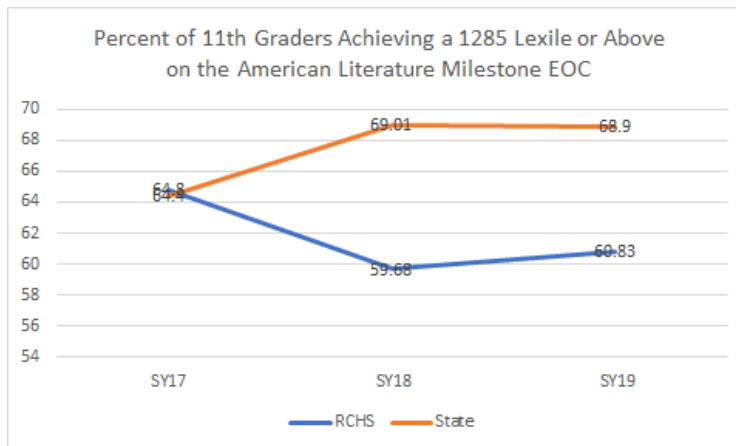
A decline in the percent of 11th graders reaching the targeted Lexile on the ELA Milestone EOC along with student performance on other content area Milestone EOCs, reveals a need for work on content area literacy skills.

Students Scoring Developing Learner or Above on Milestone EOCs in SY17

Students Scoring Developing Learner or Above on Milestone EOC in SY18

Students Scoring Developing Learner or Above on Milestone EOC in SY19
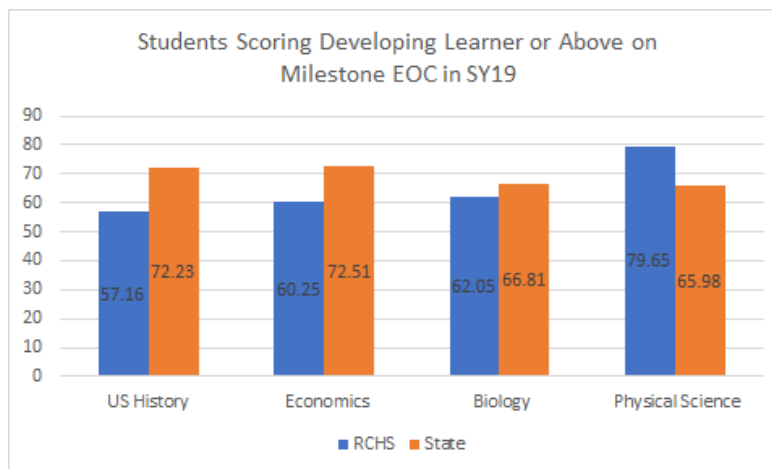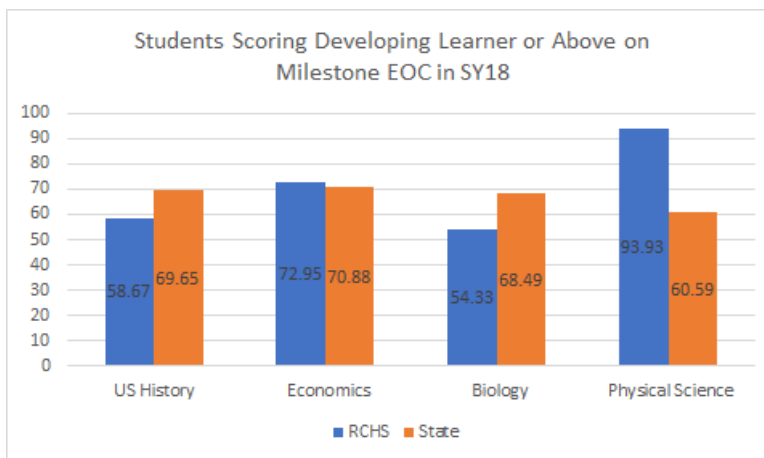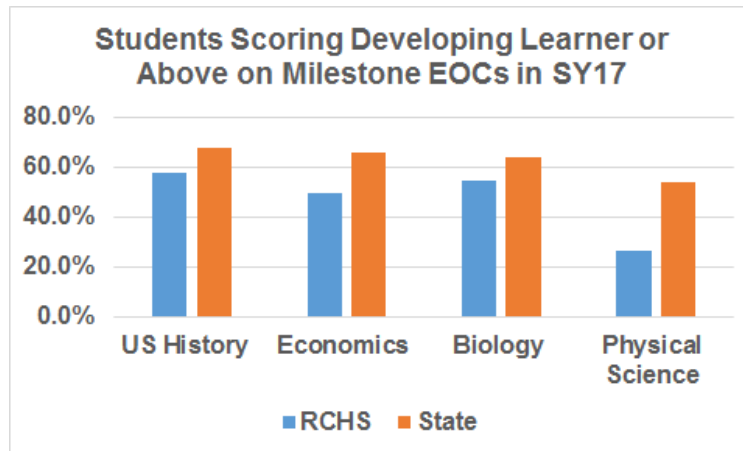
Critical Needs in the Media Center

As the oldest high school in Rockdale County, the library media center has an aged and limited collection with an average copyright year of 2001. Studies conducted nationally and

internationally show that access to books "had a larger impact on reading achievement test scores than poverty…This finding suggests that providing more access to books can mitigate the effect of poverty on reading achievement" (Krashen, 2012, p. 30). "…Libraries will better support the academic goals…by applying the wealth of research that indicates that reading helps to develop the critical thinking and writing skills of students" (Nicholson, 2012, p. 178).

Library's most age sensitive areas

Percentage that are aged

- 003-007 Systems Data/Computer Programs
- 320-329 Political Science
- 361-369 Social Problems and Services
- 370-379 Education
- 380-389 Commerce, Communications and Transportation
- 520-529 Astronomy and Allied Sciences
- 570-579 Life Sciences/Biology
- 610-619 Medical Sciences/Medicine
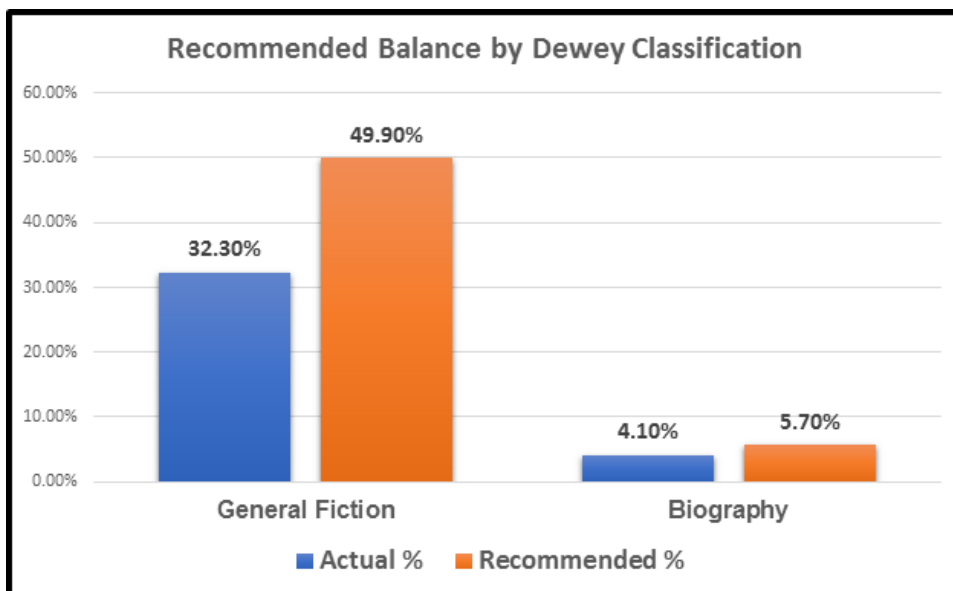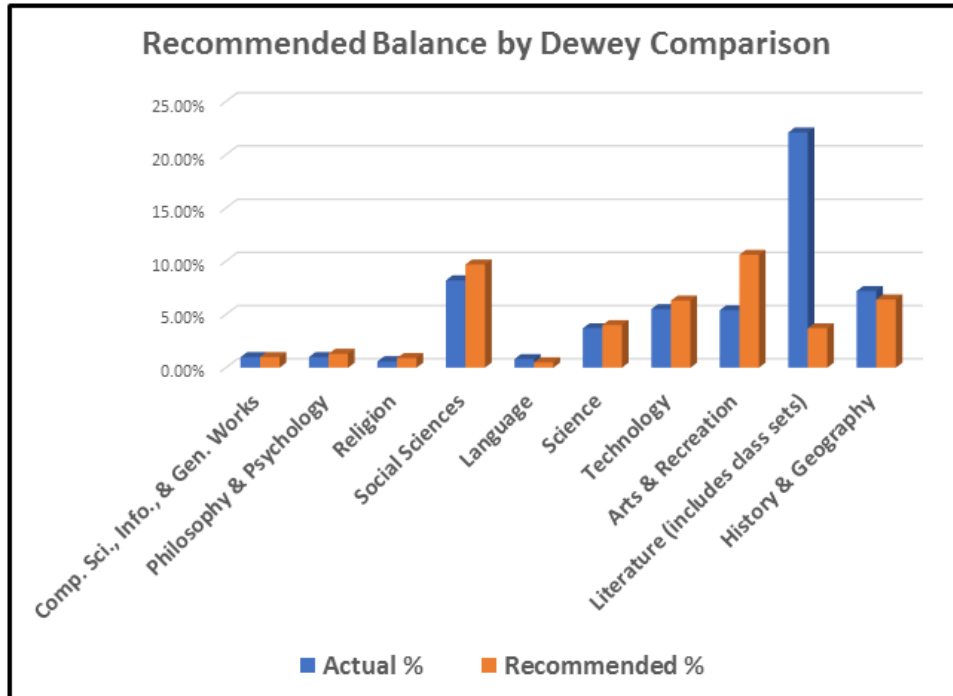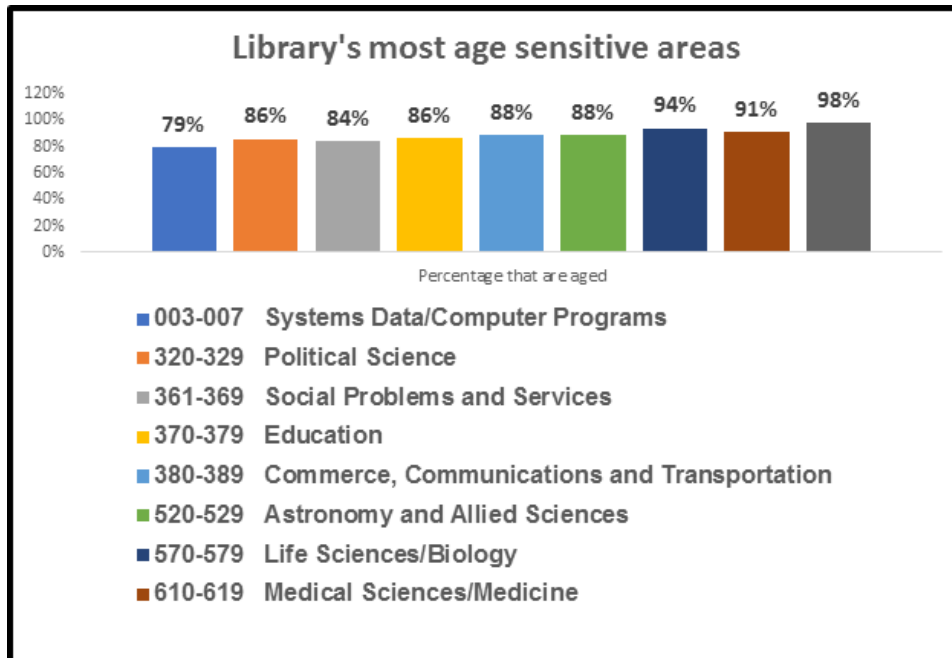
The media center could better support evidence-based practices for reading development by removing and replacing books in age-sensitive areas, adding more high interest reading materials (fiction, graphic novels, etc.) and removing and replacing damaged and worn books. These changes would increase student motivation and engagement in literacy learning (National Center for Education evaluation, 2008, p. 9).

SCHOOL LITERACY GOALS

RCHS's Strategic School Improvement Plan includes increasing overall CCRPI score by 5% in 3 years. All Subgroups will meet state identified performance targets.

Goal 1: At least 85% of students will display proficiency at developing or higher for 9th Grade Literature EOC by the end of the grant period

Goal 2: At least 85% of students will display proficiency at developing or higher for 11th Grade Literature EOC by the end of the grant period

Goal 3: At least 75% of students administered the GA Milestones in American Literature will receive a Lexile score of 1285(1185 reading ready) or higher by the end of the grant period

Goal 4: Students with Disabilities (SWD) will show a minimum increase of 5% on the GA Milestones by the end of the grant period

Goal 5: At least 80% of students will display proficiency at developing or higher on the US History EOC by the end of the grant period

Goal 6: At least 65% of students will display proficiency at developing or higher on the Biology EOC by the end of the grant period

IMPLEMENTATION PLAN

The RCHS Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020- September 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Provide professional learning on designing scaffolded writing lessons across content areas (National Center for Education Evaluation, 2017, p.3)	October 2020 - September 2021	Pearson writing data (F) ELA Milestone (S)	UGA writing consultants (G) Stipends (G) Pearson platform (D)
Implement a coaching cycle to improve literacy instruction to create "successful communities of practice" to "develop sustainable change cultures" (Dooley, 2017, p. 8)	October 2020 - September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy consultants (G) Swivl cameras (D)
Provide professional learning for reading comprehension strategies for nonfiction/factual reading and information processing in the content areas (National Center for Education Evaluation, 2008, p.9)	October 2020 - September 2021	Teacher survey (F) PL agenda and handouts (F) Achievement data (S)	Consultants (G) Stipends (G) Textbooks (D)
Use TitleWise analysis to decrease library collection age, balance the collection, replace damaged titles, and entice reluctant readers (National Center for Education Evaluation, 2008, p. 9)	October 2020 - September 2021	Run TitleWise report (D)	Titlewave report (D)
Employ literacy tutors to work with small student groups on deficiencies (standards) (Dooley, 2017, p. 3) and (National Center for Education Evaluation, 2008, p. 10)	October 2020 - September 2021	Tutor notes (F) Benchmark data (F) Milestones data (S)	Literacy tutors (G) IReady Georgia GSE (G) Pearson Platform (D) Achieve3000 (D) NewsELA (G) Stipends (G)
Provide professional development in effective use of data from programs such as STAR360 (Dooley, 2017, p. 6)	October 2020 - September 2021	Teacher reflection (F) Achievement data (S)	Consultants (G) Stipends (G)

Action Step	Timeline	Evaluation	Resources
Provide professional development on increasing student motivation and engagement in literacy learning (National Center for Education Evaluation, 2008, p. 9)	October 2020 - September 2021	Teacher reflection (F)	UGA literacy consultants (G) Stipends (G)
Expand staffing for afterschool tutorial program in core subjects (Dooley, 2017, p. 3)	October 2020 - September 2021	Milestone data (D) Tutorial program data (F)	Existing staffing (D) Additional staffing (G)
Year Two: October 2021 -September 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Continue reducing library collection age, balance the collection, replace damaged titles, and entice reluctant readers (National Center for Education Evaluation, 2008, p. 9)	October 2021 - September 2022	Run TitleWise report (D)	Titlewave report (D) Updated reading materials (G)
Conduct summer remediation and enrichment camps to give intensive reading and writing instruction. (Dooley, 2017, p. 8)	October 2021 - September 2022	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Staff reflection (F)	Literacy tutors (G) UGA literacy tutors (G) Stipends for staff (G) Language Live (D)
Provide opportunities for staff to receive additional literacy training (Dooley, 2017, p. 8)	October 2021 - September 2022	Achievement data (F, S) Surveys (F)	Registration fees (G) Substitutes (G)
Continue to employ literacy tutors to work with small groups of students on deficient areas (standards) (Dooley, 2017, p. 3) and (National Center for Education Evaluation, 2008, p. 10)	October 2021 - September 2022	Tutor notes (F) Benchmark data (F) Milestones data (S)	Literacy tutors (G) IReady Georgia GSE (G) Pearson Platform (D) Achieve3000 (D) NewsELA (G) Stipends (G)
Expand staffing for the afterschool tutorial program in core subjects (Dooley, 2017, p. 3)	October 2021 - September 2022	Milestone data (D) Tutorial program data (F)	Existing staffing (D) Additional staffing (G)
Continue the previously implemented professional learning, coaching cycle, effective data use, scaffolded	October 2021 - September 2022	Pearson writing data (F) ELA Milestone (S)	UGA writing/literacy consultants (G) Stipends (G) Pearson platform (D)

writing, and literacy training initiatives with an emphasis on new staff or teachers in new positions. Record/save resources (in compliance with copyright rules) for use after grant end (Dooley, 2017, pp. 6, 8)		Teacher reflection (F) Coaching notes (F) Achievement data (S)	Swivl cameras (D)
Year Three: October 2022 -September 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Continue reducing the library collection age, balance the collection, replace damaged titles, and entice reluctant readers (National Center for Education Evaluation, 2008, p. 9)	October 2022 - September 2023	TitleWise report (D)	Titlewave report (D) Updated reading materials (G)
Conduct summer remediation and enrichment camps offering intensive reading and writing instruction (Dooley, 2017, p. 3)	October 2022 - September 2023	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Staff reflection (F)	Literacy tutors (G) UGA literacy tutors (G) Stipends for staff (G) Language Live (D)
Provide opportunities for staff to receive additional literacy training (Dooley, 2017, p. 8)	October 2022 - September 2023	Achievement data (F, S) Surveys (F)	Registration fees (G) Substitutes (G)
Continue the previously implemented professional learning, coaching cycle, effective data use, scaffolded writing, and literacy training initiatives with an emphasis on new staff or teachers in new positions. Record/save resources (in compliance with copyright rules) for use after grant end (Dooley, 2017, pp. 6, 8)	October 2022 - September 2023	Pearson writing data (F) ELA Milestone (S) Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA writing/literacy consultants (G) Stipends (G) Pearson platform (D) Swivl cameras (D)
Continue to employ literacy tutors to work with small groups of students on deficient areas (standards) (Dooley, 2017, p. 3) and (National Center for Education Evaluation, 2008, p. 10)	October 2022 - September 2023	Tutor notes (F) Benchmark data (F) Milestones data (S)	Literacy tutors (G) IReady Georgia GSE (G) Pearson Platform (D) Achieve3000 (D) Stipends (G)

Expand staffing for afterschool tutorial program in core subjects (Dooley, 2017, p. 3)	October 2022 - September 2023	Milestone data (D) Tutorial program data (F)	Existing staffing (D) Additional staffing (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

Provide professional learning on designing scaffolded writing lessons in all content areas (National Center for Education Evaluation, 2017, p.3)

Implement a coaching cycle to improve literacy instruction in the content areas to create "successful communities of practice" to "develop sustainable change cultures" (Dooley, 2017, p. 8)

Provide professional learning for reading comprehension strategies for nonfiction/factual reading and information processing in the content areas (National Center for Education Evaluation, 2008, p.9)

Provide professional development in effective use of data from programs such as STAR360 (Dooley, 2017, p. 6)

Provide professional development on increasing student motivation and engagement in literacy learning (National Center for Education Evaluation, 2008, p. 9)

Provide opportunities for staff to receive additional literacy training through Griffin Resa or other professional organizations (Dooley, 2017, p. 8)

Resources Needed

If awarded the L4GA grant, it would be used to fund additional after-school tutorials for the core subjects, purchase online subscription services for students continual exposure to non-fiction text, additional class set novels, newer materials for the media center, literacy tutors, stipends for teachers teaching summer remedial/enrichment programs. A large portion of grant funds would be used to provide high-quality professional learning on reading comprehension, writing strategies, effective use of data for instruction, and increasing student motivation and engagement in literacy learning for content area teachers, ancillary staff, and administrators. The grant funds would allow the school to follow a coaching cycle whereby teachers attend training,

view modeled lessons, receive observation of them using the strategy, and complete a follow-up reflection and coaching conversation.

Resources

Dooley, C. M. (2017, Nov. 22). Literacy for learning, living, and leading. *Georgia Department of Education.* Pp. 1-17.

National Center for Education Evaluation. (2008). *Improving adolescent literacy: Effective classroom and intervention practices.* Pp. 1-65.

National Center for Education Evaluation. (2017). *Teaching secondary students to write effectively.* Pp. 1-90.

SCHOOL LITERACY PLAN

Honey Creek Elementary

SCHOOL HISTORY

Honey Creek Elementary (HCE) is a Title One Distinguished school dedicated to implementing research-based reading instruction and interventions to optimize student learning. Honey Creek opened in 1974. Our school choice program is STEM education, where educators are committed to providing students with a rigorous curriculum aligned to Georgia Standards of Excellence. It is our goal for each student to reach his/her full potential by providing enrichment and intervention support through the integration of Science, Technology, Engineering and Math.

Honey Creek is a unique learning institution that serves students in grades K-5 with diverse backgrounds and learning abilities. Our school facility includes 33 homerooms, of which three are self-contained Mild Intellectual Disorder (MID) classrooms and one READY Pre-K classroom. There are 83 staff members working hard to support students; 49 are certified and 34 are classified staff.

Currently, our school serves approximately 572 students from various backgrounds and cultures. Our school community is comprised 67% African American, 13% Caucasian, 12% Hispanic, .7% Asian, .2% Hawaiian/Pacific Islander, .3% American Indian, and 6.8% Multi-Racial.
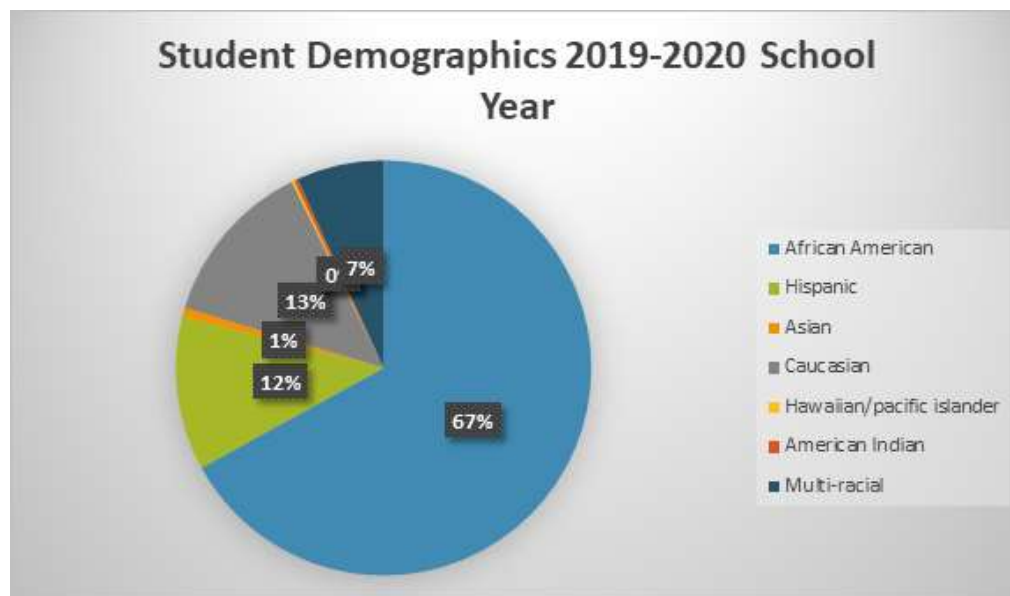
Our current population is further comprised of 2.45 % EL, 14.34% SWD and 8% Gifted. Our economically disadvantage population has steadily increased; 63.4% of our student population are economically disadvantaged based on the 2019 free and reduced rate.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

Honey Creek Elementary is under the core leadership of Principal Adriene Lanier and Assistant Principal Keyaneshia Richmond. The leadership team also consists of one representative from each grade level (Pre-K-5th), media specialist, school counselor, Digital Learning Specialist (DLS), and one representative

for special classes. The core team meets every week for collaborative planning. The leadership team meets monthly to strategically reevaluate instruction in order to maximize student learning.

The leadership team is committed to providing students with a diverse, rigorous technology infused curriculum through collaboration from parents, staff, students and community. Our main goal is to provide teachers with training and resources to foster individual student growth and academic achievement all while maintaining a safe and supportive learning environment. Data analysis is conducted consistently to identify strengths and weaknesses to incorporate remediation and enrichment into instruction.

COMMUNITY ASSETS

HCE realizes the impact parental involvement has on student achievement. Therefore, our strongest community asset is our parents. HCE hosts ELA and Math nights during the school year. On these nights, families are invited to participate in engaging math and ELA activities across all grade levels. There are opportunities for families and community stakeholders to be engaged at HCE. They are invited to the various evening music performances, art shows, PTO meetings, Title 1 meetings, Coffee with the Principal days, and curriculum nights. They are also invited to voice their opinions at our monthly school council meetings.

Our PTO have partnered with our local Zaxby's, Chuck E Cheese, and skating rink, Romp and Roll, to host spirit nights at least once a month in order to help raise money for our school. The money that is raised on these spirit nights is put back into HCE. Other community partners consist of the Rockdale County Sheriff's Department, Civic League, and local Alpha Kappa Alpha Sorority members. Examples of literacy activities with our community partners include members of the AKA Sorority reading to students in K-2 classes on designated Fridays during each month.

PAST INSTRUCTIONAL INITIATIVES

- Part-time tutors provided interventions during the school day for pre-identified students who scored below the benchmark on STAR Reading and Math assessments.
- Achieve 3000 was used in grades 3-5.

*The initiatives listed above are no longer in place due to various reasons such as lack of funds.

CURRENT INSTRUCTIONAL INITIATIVES

District-level Initiatives
- Reading Wonders was first implemented in the school July 2017.
- Cycle for Results is a school district initiative that was implemented in the 2018-2019 school year and is ongoing this school year. Cycle for Results is a process that teachers use in order to provide high quality instruction to students across grade levels.
- CFAs and CUAs as assessment tools in the 2018-2019 school year.
- ThinkCERCA was first implemented in 2019 for grades 3-5 to target whole literacy and expose students to rigorous, high interest writing prompts similar to GA milestones.
- Saxon Phonics is used in grades K-2.
- Learning reimagined 1-to-1 technology initiative

Building-level Initiatives

- STAR data trainings have given to teachers in the 2019-2020 school year by our district literacy coaches.
- After School Tutorials are in place for both enrichment and intervention opportunities for students identified through STAR data.
- Georgia Milestones Bootcamp provided for students in grades 3rd-5th during the month of February.
- PLC's biweekly are used across grade levels.
- EIP and Special Education teachers work with identified students in grades K– 5th on interventions and individualized goals.
- Full day collaborative planning is provided for each grade level once a quarter.
- Literacy Nights are being implemented to provide students and parents with fun interactive literacy activities.
- Book buddies was put in place for struggling readers to be partnered with more proficient readers across grade levels.
- Parent liaison 2019-20 school year

*Many of the current initiatives mentioned above were implemented in previous school years and are continuing in the 2019-2020 school year.

NEED FOR A STRIVING READERS PROJECT

HCE's data shows a need for additional literacy resources, literacy intervention support, and professional learning for staff members involving literacy instruction. Our school has seen a decline over the last three years with CCRPI, GA milestones, and attendance. The L4GA Grant would provide our school with the funds needed to support our mission in helping all students reach his or her full potential.

Of the 49 certified staff members at HCE, 27% have 5 years of teaching experience or less. Only 6 of our 49 teachers have a reading endorsement. Our Literacy Team used the *Survey of Literacy Instruction for Elementary Teachers* to learn our greatest needs and gaps for support and professional learning in reading instruction. More than half of participants revealed that they don't have adequate materials and resources for teaching grade-level foundational skills, for differentiation of reading skills, and for writing instruction. Additionally, many participants shared that they would like professional learning on strategies and best practices to use when working with students in the special education setting and with reading instruction.

This grant would benefit our school by providing our teachers with professional learning sessions with a focus on reading instruction. Additional professional learning for our teachers, especially those newer to the field, would help support and maximize our current reading instruction which would in turn benefit our students and help reach our school literacy goals.

A. **CCRPI Three Year Trend**: This graph provides data comparing Honey Creek with the state and district on the College and Career Ready Performance Index. Honey Creek has been inconsistent over the last three years in performing at or above the district and state average. This graph shows that Honey Creek has been below the state for the past two years.

CCRPI Single Score ⊘
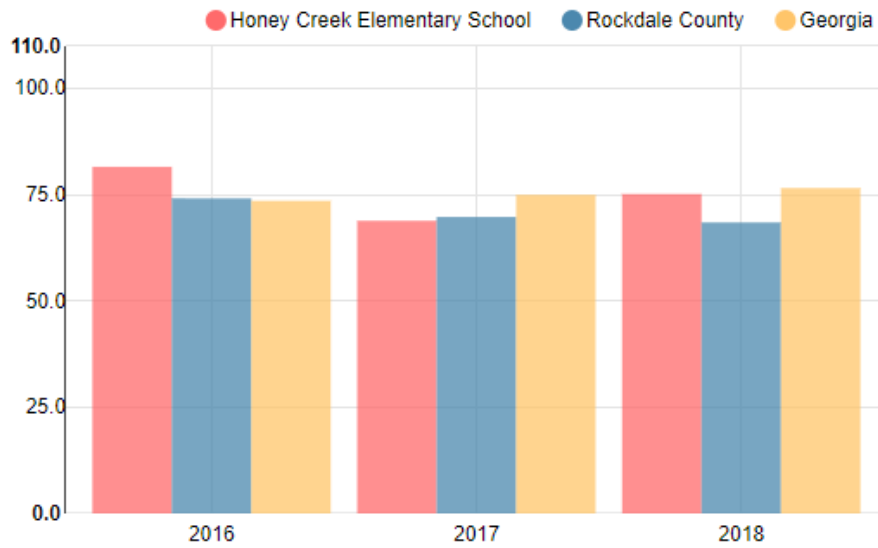
 B. **GA Milestones three-year trend for learner brackets:** The number of learners performing at beginning and developing has increased over the last three years, meaning students who are not meeting grade level expectations has increased.
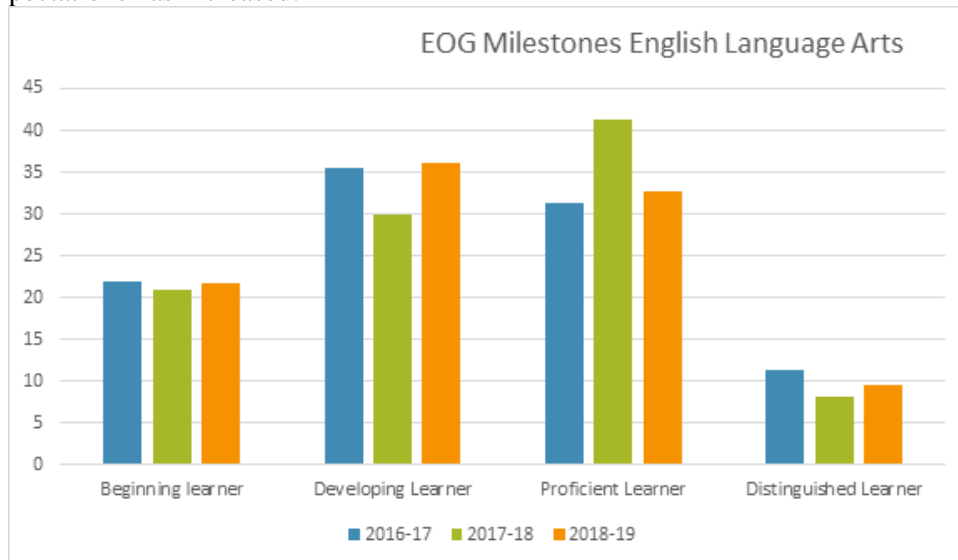
C.   **Reading EOG At or Above Target for 2018-2019 (3rd and 5th):** This chart displays 2018-2019 EOG Reading Assessment for 3rd and 5th grade. Third grade has a lower percentage of students that are reading at or above grade level.
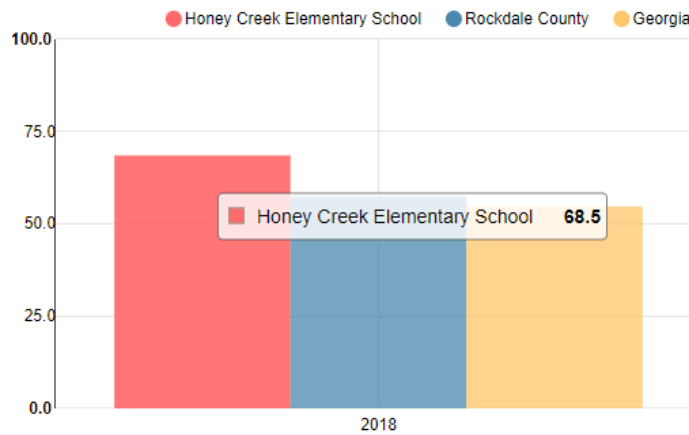
Reading at or above the Grade Level Target (3rd Grade) ⊘

Percent of students in grade 3 achieving Lexile measure equal to or greater than 670
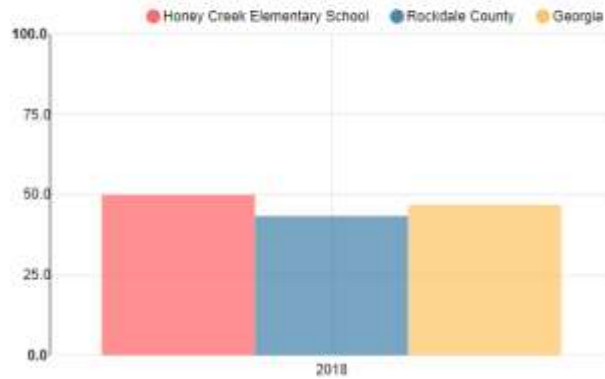
Reading at or above the Grade Level Target (5th Grade) ⊘

Percent of students in grade 5 achieving Lexile measure equal to or greater than 920

D. **STAR360 for grades K-5:** These graphs further demonstrate the need for literacy interventions, with most students scoring in the beginning and developing categories on the most recent STAR Reading assessment.

Overall Achievement

Achievement by Grade

Current Grade

		Current Grade	All
Gender	All
Race/Ethnicity	All
SWD	All
Gifted	All
EIP	All
Program	All
STAR Teacher	All

State Benchmark Catego...
- Distinguished Learner
- Proficient Learner
- Developing Learner
- Beginning Learner
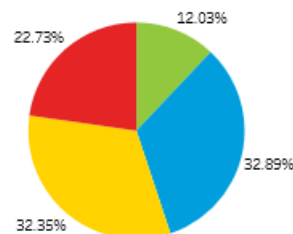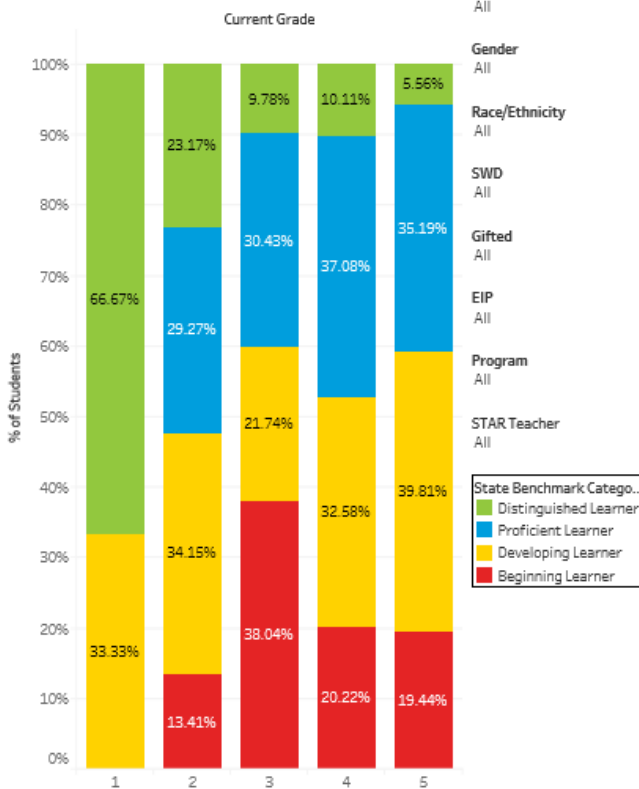
F. Media Center Inventory (digital and print): The following graphs shows HCE's current media center inventory. Our low assessment scores could be attributed to the number of outdated print books, inadequate selection of lower Lexile books, and lack of high-interest titles. These graphs show the average year of print is 1999 and our average age level is 4th grade. Students who are reading below 4th grade don't have an adequate selection of books.

76.0% Recognized Call Numbers
76.1% Matched in Titlewave

88.6% Recognized Publication Years

GOAL: 10 ITEMS

Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

99% Print
AVG. AGE: 1999

1% Digital
AVG. AGE: 2012

Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

32% Fiction
AVG. AGE: 2003

68% Nonfiction
AVG. AGE: 1998

Collection by Dewey classification

	Dewey	Avg. Age	Items
000	Computer Science, Information & General Works	1999	36
100	Philosophy & Psychology	2000	47
200	Religion	1988	38
300	Social Sciences	1994	715
400	Language	1997	55
500	Science	1996	1,689
600	Technology	1989	529
700	Arts & Recreation	2002	610
800	Literature	1994	185
900	History & Geography	2000	667
		1998	4,551

Dig into the Dewey divisions by 10s »

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2003	2,149
Reference	2001	186
Biography	2000	672
Professional	—	—
Story Collection	—	—
Paperback	—	—
Easy	1997	2,542
	2000	5,549

Collection by year

Aged titles
48%
6,356 ITEMS
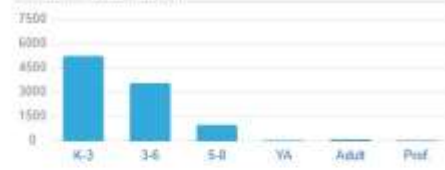
2014 and newer
7%
872 ITEMS

Collection by interest level

Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

GUIDED READING/F&P — O
LEXILE — 650
ACCELERATED READER — 3.9

Collection by reading level

- Follett Reading Levels
- Guided Reading/F&P
- Lexile
- Accelerated Reader
- Reading Counts
- DRA Levels
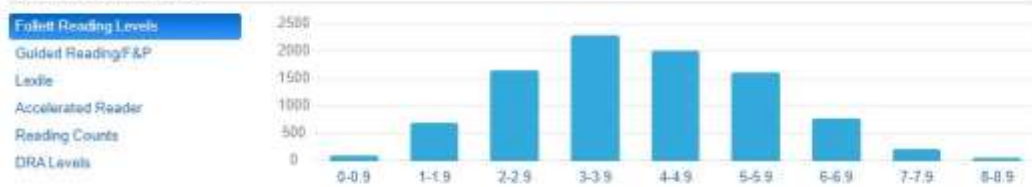
Average reading level
4th grade

G. **Attendance Data Trend**: 45% of students had 6 or more absences in the last two years. High absence rates could be one contributing factor to our school's low academic achievement.

|◁ < 1 of 1 > ▷| ⟳ ⟲ 100% ▼ 🖫 ⌄ 🖨 | Find | Next

Historical School Attendance: Rockdale County - Honey Creek Elementary School | Wednesday, January 22, 2020

📋 School Attendance | <u>More Detailed Data</u>

Attendance by Absence Category

Absence Category Trend
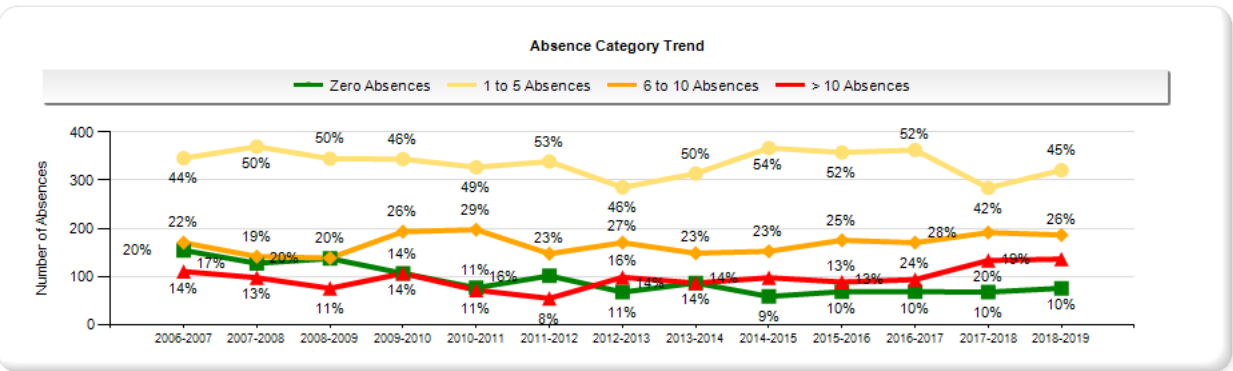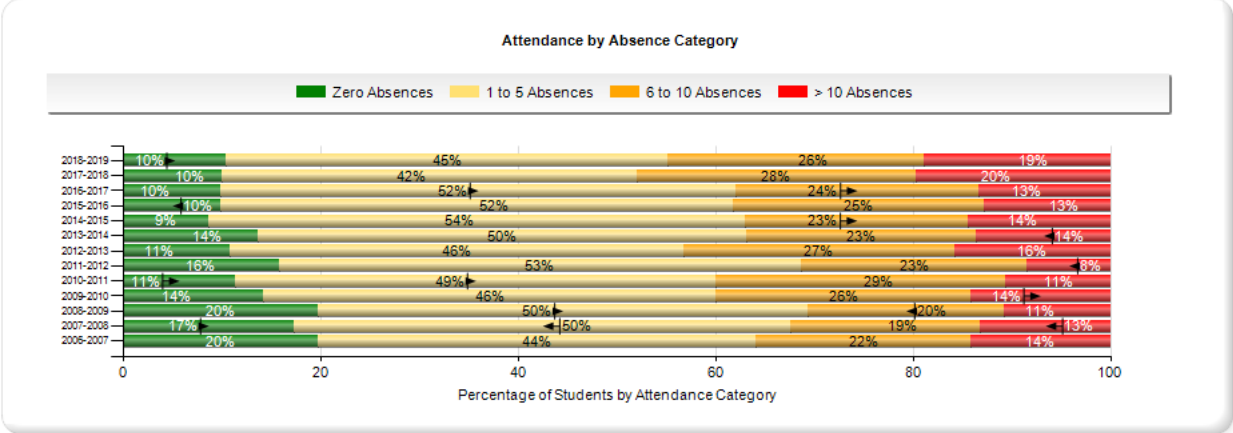
H. **Students with disabilities EOG performance over two years:** This graph shows that students with disabilities have a higher percentage in the beginning learner level than the state. Our students with disabilities performed lower than the state average consistently for two years.

Students with disabilities performance EOG School years 2017-2018 and 2018-2019
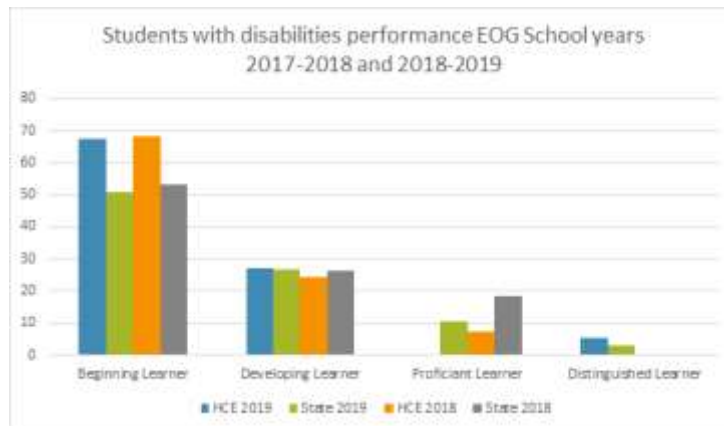
School Literacy Goals

Goal 1: The percentage of 3rd and 5th grade students scoring within or above Lexile Levels will increase by at least 15% from baseline as evidenced by the Georgia Milestone Assessment by the end of the grant period.

Goal 2: The number of remediate learners will decrease by at least 20% by the end of the grant period, as evidenced by the Georgia Milestone Assessment.

Goal 3: Students scoring in the distinguished learner category will increase by 20% from baseline on the Georgia Milestones in ELA by the end of the grant period.

Goal 4: Increase the attendance of parent workshops by at least 20% from baseline by 2023 as evidenced by sign-in sheets at workshops.

Goal 5: Increase the number of community stakeholders by at least 10% from baseline each year of the grant.

Goal 6: At least 80% of paraprofessionals will complete 10 or more professional learning hours each year as measured by sign-in sheets.

Goal 7: Decrease the number of students with 6 or more absences by at least 10% from baseline each year of the grant as evidenced by attendance records.

Goal 8: Increase the amount of leveled resources in the media center by 10% from baseline year to the end of the grant period as evidencsd by media center inventory record.

IMPLEMENTATION PLAN

The HCE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – September 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Professional Learning (PL) on designing scaffolded writing and reading lessons across content areas **For teachers, paraprofessionals and administration.**	October 2020- September 2021	Think CERCA data (F) ELA Milestone (S)	Stipends (G) Content coaches (D) Literacy consultants (G) Think CERCA platform(3-5) (D) Lucy Calkins (k-2) instructional manuals (D)
PL on effectively using guided reading in the classroom	October 2020 – September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	literacy consultants (G) Materials for training (G) Content coaches (D) Swivel cameras (D)
PL on providing research-based literacy strategies when working with students with disabilities for SWD, EIP, and Gen. Ed. teacher	October 2020- September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Special Education Consultant (G) Literacy coaches (D)

Action Step	Timeline	Evaluation	Resources
Diagnostic Reading Training for K-2 and implementation	October 2020-September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S	Reading Consultant (G) Substitutes (G)
Reading and Writing Workshop Training	October 2020-September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Writing Consultant (G)Swivel cameras (D) Materials for training (G)
RTI/MTSS training for all teachers and paraprofessionals	October 2020-September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Consultant (G) Instructional coaches (D) Substitutes(G)
Parent workshops to develop parent skills in supporting home literacy	October 2020-September 2023 monthly	Parent surveys (F) Achievement data (S)	Books and parental resources (G) Teachers (D)
PL on effectively implementing AR in the classroom and begin implementation schoolwide	October 2020-September 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Coaches (D) Model Teachers (D) Stipends (G) Student incentives (G)
Increase media center inventory for all Lexile levels	October 2020-September 2023	Inventory record (S)	Books (G)
Training on My Lexia and begin implementation of My Lexia (K-5)	October 2020-September 2023	My Lexia reports (F) Achievement Data (S)	My Lexia Licenses (G) My Lexia representative (G) Literacy coaches (D)
Training on Reading A-Z and begin implementation	October 2020-September 2023	Data report (F) Achievement data (S)	Reading A-Z licenses (G) Literacy coaches (D)

Year Two: October 2021– September 2022			
Action Step		**Timeline**	**Evaluation**	**Resources**

Action Step				Timeline	Evaluation	Resources
Implement guided reading strategies in the	October 2021 –	Teacher reflection (F)	literacy coaches (D)			

classroom and train new teachers	September 2022	Coaching notes (F) Achievement data (S)	Materials (G) Swivel cameras (D)				
PL on designing scaffolded writing and reading lessons across content areas and implement	October 2021- September 2023	Think CERCA data (F) ELA Milestone (S)	Stipends (G) Content coaches (D) Literacy consultants (G) Think CERCA platform(3-5) (D) Lucy Calkins (k-2) instructional manuals (D)				
PL on providing research-based literacy strategies when working with students with disabilities and begin implementation for SWD, EIP, and Gen. Ed. teacher	October 2021- September 2022	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Special Education Consultant (G) Literacy coaches (D)				
Diagnostic Reading Training for K-2 and create diagnostic profiles for students to self-monitor	October 2021- September 2022	Teacher reflection (F) Coaching notes (F) Student reflection (F) Achievement data (S)	Reading Consultant (G) Substitutes (G)				
Implement Reading and Writing Workshop **Training for new teachers**	October 2021- September 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Swivel cameras (D) Materials (G) Literacy coaches (D)				
Implement RTI/MTSS in the classrooms	October 2021-	Teacher reflection (F)	Consultant (G)				

Training for new teachers	September 2023	Coaching notes (F) Achievement data (S)	Instructional coaches (D)			
PL on Questioning Strategies to develop and challenge higher level thinking				October 2021- September 2022	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Consultant (G) Substitutes (G)

Year Three: October 2022 – September 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Content Integration	October 2022	Teacher reflection (F) Achievement data (S)	Consultant (G) Swivel cameras (D)
Implement research-based literacy strategies when working with students with disabilities for SWD, EIP, and Gen. Ed. teacher **Implement guided reading strategies in the classroom and train new teachers**	October 2022- September 2023	Teacher reflection (F) Achievement data (S)	Literacy coaches (D) Materials (G) Swivel Cameras (D)
Literacy Conferences to learn new strategies for teachers	October 2022- September 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Conference (G)
Diagnostic Reading Training for K-2 and create diagnostic profiles for students to self-monitor **EIP Teachers, SWD, paraprofessionals**	October 2022- September 2023	Teacher reflection (F) Student reflection (F) Achievement data (S)	Reading consultant (G) Substitutes (G)

Key:
(F) = Formative assessment(s) conducted throughout the year
(S) = Final assessment of whether or not you met a target (annually)
(G) = Grant-funded resource
(D) = District-funded resource
The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

- Content area literacy training
- PL on guided reading
- PL on Reading and Writing Workshop
- Diagnostic Reading Training
- Repeat training for new teachers
- PL on questioning strategies
- PL for enhancing instruction through differentiation
- RTI/MTSS training
- PL on research-based literacy strategies (SPED)
- My Lexia PL
- Reading A-Z PL

Resources Needed

- Guided reading materials
- Updated books correlated to the students reading levels
- Reading A-Z licenses
- My Lexia Computer program for all students in grade K-5
- Digital teacher resources
- Substitutes for professional learning/training
- Registration cost for professional Learning
- Reading and Writing Consultants
- Books and resources for parent workshops

SCHOOL LITERACY PLAN

Conyers Middle School

SCHOOL HISTORY

Conyers Middle School (CMS) is an aerospace engineering and AVID program middle school located in Rockdale County, Georgia, approximately twenty-six miles east of Atlanta. The school opened in 1978 and has undergone several expansions as enrollment has increased. The current enrollment is 1183 students in grades 6-8. Our school demographics are as follows:

CMS Enrollment by Gender
2018-2019

CMS Enrollment Demographics
2018-2019

3 yeare CCRPI Trend Data
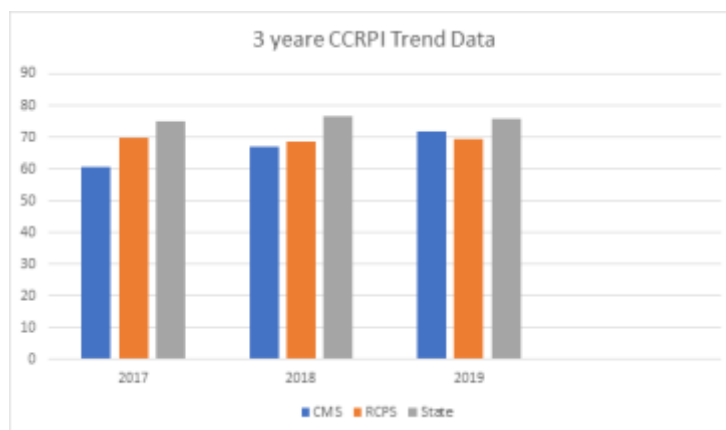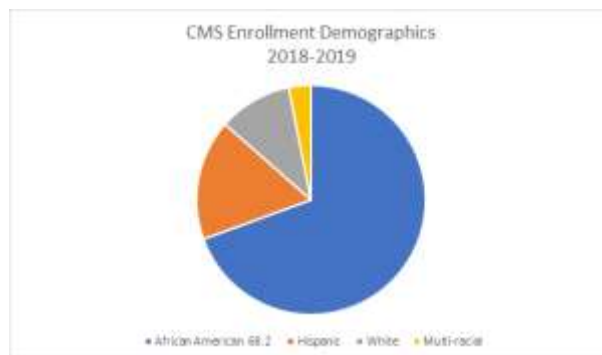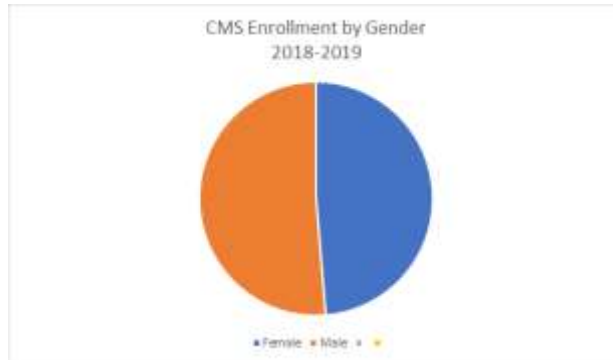
Over the past three school years, our school has experienced fluctuations in student achievement on the Milestone End of Grade and other assessments, but students consistently perform **below the state average** in areas related to literacy. Our school was a recipient of the Striving Readers

Literacy Grant from 2015-2017. Our students and staff benefited greatly from the resources received. However, the abrupt ending of the grant, as well as staff turnover, limited our ability to build capacity and sustain achievement.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

Conyers Middle School is led by experienced educators who work collaboratively to foster an inspiring, empowering, equitable, transparent and responsive school environment — one in which *every* student can become college and career ready.

The 2018-2019 school year marks a shift in our administrative roles and responsibilities. Our administrative team is comprised of our principal and two assistant principals, one AP services for 6th grade, one services for 8th grade and both are responsible for 7th grade. This is the first year for this administration team. They work together, along with the academic coach and an RTI coordinator to strengthen the commitment to nurturing high-quality education that will keep students engaged and supported.

Our leadership team consists of the administrative team members, four administrative assistants, two counselors, and a Response to Intervention Coordinator. This is the third year for the four administrative assistants, and the second year for the counselors and RTI coordinator.

The principal, one assistant principal, and the RTI coordinator have a content background in reading/English Language Arts. Each is passionate about literacy and have worked tirelessly to embed literacy in every component of daily curriculum.

COMMUNITY ASSETS

Conyers Middle School has established a Parent Resource Center operated by our Parent Liaison whose main objective is to foster collaborative relationships among our faculty/staff, parents, and partners in education to encourage student success. Principal Chats, Title I Parent Workshops, Parent Shadow Days, Parent Tea, Talks & Technology, our Academic Showcases, Curriculum Night, PTA and Sports related Spirit Nights, AVID Family Events, and our Parent Cafés provide the many avenues for this collaborative effort.

PAST INSTRUCTIONAL INITIATIVES

Past district-mandated initiatives include:

- Achieve 3000
  - Was replaced by ThinkCERCA
- Read 180
  - Lack of training and discontinued funding resulted in the end of this program
- Writing portfolios
  - Paper portfolios were cumbersome as students moved to new grade levels
- Read with Sarah

- o Teachers did not have the training needed to make this program a success. Program materials were geared towards younger students, leading to a lack of engagement.

While these initiatives varied in their effectiveness, the district ultimately made the decision to end them.

CURRENT INSTRUCTIONAL INITIATIVES

- STAR360
  - o Universal literacy/math screener and progress monitoring program
  - o SSR- 15-20 minutes have been blocked out for students to read silently
- Language Live (intense remediation)
  - o Utilized in remedial and special education classes for literacy support
- Professional Learning Communities
  - o Professional development opportunities for faculty and staff; collaborative planning
- AVID
  - o School-wide college readiness system providing WICOR strategies including writing, inquiry, collaboration, organization, and reading strategies
- Think CERCA-6th-8th
  - Structured system for teaching the writing process
- Rosetta Stone
  - o Comprehensive language practice of listening, speaking, and reading for entering level ELL students.

NEED FOR A STRIVING READERS PROJECT

According to our reading data, a significant percentage of our students are not reading on grade level. Below are examples of achievement data related to literacy from a variety of assessments.

A. **CCRPI Lexile:** Percentage of 8th grade students who met the 1010 Lexile or higher as measured by the End of Grade assessment (Georgia Milestones).
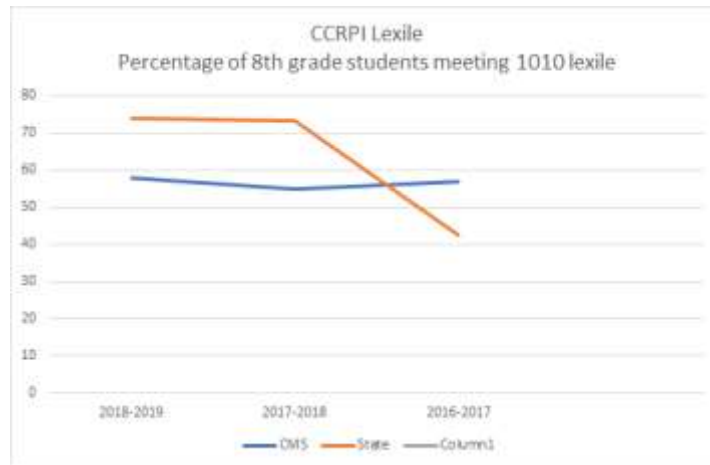
B. **EOG Reading:** **S**choolwide results as compared to state average on the End of Grade Reading Assessments (Milestones) in grades 6-8 combined for the past two years.
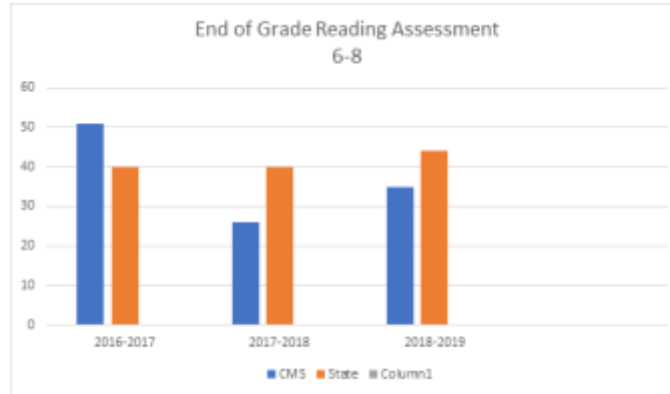
C. **Attendance Data**: Schoolwide attendance results for three years.

	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)	Chronic Absenteeism (%)
2018-19	1,183	56.7%	33.4%	9.9%	11.6%
2017-18	1,056	52.7%	36.4%	10.9%	12.0%
2016-17	1,083	53.9%	34.3%	11.7%	

D. **Attendance Data by subgroups:** This graph demonstrates 3 years of Schoolwide attendance data by subgroups

		Number of Students	5 or Fewer Days Absent (%)	More Than 15 Days Absent (%)	6 to 15 Days Absent (%)	Chronic Absenteeism (%)
2018-19	American Indian/Alaskan	2	TF		TF	0.0%
	Asian/Pacific Islander	18	55.6%	0.0%	44.4%	0.0%
	Black	807	59.2%	8.9%	31.8%	10.9%
	Hispanic	198	58.1%	9.1%	32.8%	9.1%
	Multi-Racial	37	56.8%	8.1%	35.1%	13.5%
	White	121	38.0%	19.8%	42.1%	21.5%
2017-18	American Indian/Alaskan	2	TF		TF	0.0%
	Asian/Pacific Islander	15	53.3%	13.3%	33.3%	13.3%
	Black	706	55.0%	9.8%	35.3%	10.9%
	Hispanic	168	54.2%	8.9%	36.9%	8.9%
	Multi-Racial	37	54.1%	10.8%	35.1%	8.1%
	White	128	38.3%	19.5%	42.2%	23.4%
2016-17	Asian/Pacific Islander	11	45.5%	9.1%	45.5%	
	Black	719	56.6%	10.8%	32.5%	
	Hispanic	176	58.0%	10.2%	31.8%	
	Multi-Racial	34	52.9%	20.6%	26.5%	
	White	143	36.4%	16.1%	47.6%	

E. **Historical (3-year) extract of STAR360 Fall Literacy Screening:** This graph shows the Percentile Rank of students over the past three years. Percentile Rank is determined by comparing students nationally who take the STAR360 screener. Students are losing ground as they progress through grade levels as compared to their peers.

Conyers Middle School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	🟩 40+ PR	🟦 25-39 PR	🟨 10-24 PR	🟥 1-9 PR
Grade 6	2019 - 2020 Grade 6		305	31% 94	19% 57	24% 74	26% 80
	2018 - 2019 Grade 5		268	39% 104	18% 49	21% 55	22% 60
	2017 - 2018 Grade 4		232	37% 86	19% 43	21% 48	24% 55
Grade 7	2019 - 2020 Grade 7		318	31% 98	20% 64	27% 87	22% 69
	2018 - 2019 Grade 6		268	31% 82	17% 46	32% 87	20% 53
	2017 - 2018 Grade 5		231	36% 83	22% 51	24% 55	18% 42
Grade 8	2019 - 2020 Grade 8		259	33% 85	20% 51	29% 76	18% 47
	2018 - 2019 Grade 7		241	30% 73	19% 45	33% 80	18% 43
	2017 - 2018 Grade 6		210	27% 56	17% 36	29% 60	28% 58
Grade 9	No data for this grade						

It is critical to maintain stability in the promotion of literacy instruction across content areas with fidelity to ensure our students—who have major skill deficits in literacy—receive the necessary strategies for improvement. This is dependent upon the frequent, effective management of scheduled time for literacy intervention and systematic collaboration among educators.

According to most recent Common Unit and Common Formative Assessment, our students specifically struggle with literacy standards involving analyzing text and citing textual evidence (Standards 6RL1, 6RL5, 6RI1, 7RL3, 7RI1, 8RL1, 8RL5). As seen in charts A and E, there are increasing gaps between target Lexile scores and the actual achieved Lexile scores of our students as they progress through grade levels. This demonstrates that many of our students struggle with vocabulary and sentence structure in grade appropriate text. Citing and analyzing is difficult without an adequate comprehension of content. Our struggling readers need intensive small group and individualized interventions for both vocabulary and comprehension strategies to better meet these standards.

A second specific area of weakness for our students is with literacy standards related to the use of context and determining meaning based on how it is positioned in the sentence or paragraph (Standards 6L4a, 7L4a, 8L4a).

Based on the August schoolwide STAR 360 Screener over 80% of 6th grade students scored below reading level. According to the Georgia Common Core College and Career Ready "Stretch" Lexile bands, the Lexile target for 6th grade is now 997L. To move closer to college and career ready literacy goals, students need intensive supplementary instruction.

All Students receive explicit writing instructions using the ThinkCERCA platform. When used with fidelity, ThinkCERCA provides a step by step process in which students gain an understanding of how to develop their writing, helps students to build background knowledge across the curriculum and helps to strengthen reading comprehension.

SCHOOL LITERACY GOALS

Goal 1: We will increase the percentage of students scoring at the Developing + Proficient + Distinguished levels on the End of Grade English Language Arts Assessment (Milestones) to 75% in grade 6-8 by the end of the grant period.

Goal 2: We will increase the percentage of SWD students scoring at the Developing + Proficient + Distinguished levels on the End of Grade English Language Arts Assessment (Milestones) by a minimum of 50% in grades 6-8 from baseline by the end of the grant period.

Goal 3: We will increase the percentage of EL students scoring at the Developing+ Proficient+ Distinguished levels on the End of Grade English Language Arts Assessment (Milestones) from baseline to at least 17% in grade 6-8 by the end of the grant period.

Goal 4: We will increase the percentage of 8th grade students scoring at the Developing + Proficient + Distinguished levels on the science end-of-grade assessment by at least 5% by the end of the grant period.

Goal 5: We will increase the percentage of 8th grade students scoring at the Developing + Proficient + Distinguished levels on the social studies end-of-grade assessment by at least 5% by the end of the grant period.

Goal 6: We will increase parental involvement by providing ways in which parents can engage their student at home

IMPLEMENTATION PLAN

The CMS Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – September 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Provide professional learning on designing scaffolded writing lessons	Oct 2020-Sept 2021	ThinkCERA data ELA Milestone (S)	ThinkCERCA consultant) Stipends (G) Pearson platform (D)

Implement a coaching cycle to improve literacy instruction in the content areas	Oct 2020- Sept 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	In House Academic Coach Swivel cameras (D) ELEOT DATA Torch Talent
Provide opportunities for staff to receive additional literacy training through MetroRESA or other professional organizations (Dooley, 2017, p. 3).	Oct 2020- Sept 2021	Achievement data (F,S) Surveys (F)	Registration fees (G) Substitutes (G)
Employ literacy tutors to work with small groups of students in particular areas (standards) of weakness (Dooley, 2017, p. 3).	Oct 2020- Sept 2021	Tutor notes (F) CFA/CUA data (F) Milestones data (S) STAR data	Literacy tutors (G) iReady Georgia GSE (G) Pearson Platform (D)
Implement Moby Max for reading fluency and reading comprehension supports	Oct 2020- Sept 2021	AR Program data (F)	Moby Max (G) Program training (G) newsela IXL
Expand staffing for safety net programs to increase enrollment capabilities for all students, especially EL and SWD.	Oct 2020- Sept 2021	Benchmark data (F) Safety net program data (F)	Existing staffing (D) Additional staffing (G)
Provide supplemental electronic and print consumable resources to provide standards based intensive supplementary instruction for students (NCEE, 2008, p. 9).	Oct 2020- Sept 2021	Achievement data (S) Usage data (F) HMH RI data (F)	Pearson Platform & auxiliary materials (D) Consumable literacy resources (G) Easy CBM (G) IReady Books Moby Max IXL
Work with teachers and Literacy Committee to select audiobooks and High interest/Low level reading material to supplement student learning (NCEE, 2008, p. 9).	Oct 2020- Sept 2021	ThinkCERCA Achievement data Circulation data	Audiobooks (G)

Year Two: October 2021 – September 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Conduct summer remediation and enrichment camps for intensive reading and writing instruction (Dooley, 2017, p. 2).	October 2021- September 2022	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Staff reflection (F) STAR data	Literacy tutors (G) UGA Literacy tutors (G) Stipends for staff (G)
Purchase new books for media-center and classroom libraries to support choice reading opportunities (NCEE, 2008, p. 9)	October 2021- September 2022	Media center report (F) Achievement data (S)	Print and digital books (G)
Continue professional learning and coaching cycle with an emphasis on new staff or teachers in new positions.	October 2021- September 2022	Pearson writing data (F) ELA Milestone (S)	UGA writing/literacy consultants (G) Stipends (G) Pearson platform (D) Swivel cameras (D)
Continue implementing Moby Max for reading fluency and reading compression	October 2021- September 2022	STAR data(F)	(Renaissance Learning) (G) Program training (G)
Provide opportunities for staff to receive additional literacy training through MetroRESA or other professional organizations.	October 2021- September 2022	Achievement data (F,S) Surveys (F)	Registration fees (G) Substitutes (G)
Continue expanded staffing for safety net programs to increase enrollment capabilities for all students, especially EL and SWD.	October 2021- September 2022	Benchmark data (F) Safety net program data (F)	Existing staffing(D) Additional staffing (G)
Teachers and Literacy Committee select audiobooks to supplement student learning (NCEE, 2008, p. 9).	October 2021- September 2022	Achievement data Circulation data	Audiobooks (G)
Provide supplemental electronic and print consumable resources to provide standards based intensive supplementary instruction for students.	October 2021- September 2022	Achievement data (S) Usage data (F) HMH RI data (F)	Pearson Platform & auxiliary materials (D)

			Consumable literacy resources (G) Easy CBM (G) IReady (G) Brainchild (G)
Expand staffing for safety net programs to increase enrollment capabilities for all students, especially EL & SWD.	October 2021-September 2022	Benchmark data (F) Safety net program data (F)	Existing staffing(D) Additional staffing (G)

Year Three: October 2022 – September 2023

Action Step	Timeline	Evaluation	Resources
Conduct summer remediation and enrichment camps to give intensive reading and writing instruction (Dooley, 2017, p. 2).	October 2022 – September 2023	Fall achievement data (S) RCPS Summer Reading/Writing Assignment completion (S) Staff reflection (F)	Literacy tutors (G) UGA Literacy tutors (G) Stipends for staff (G) Language Live (D)
Continue the professional learning, coaching cycle and literacy training initiatives. Record/save resources for use after grant end.	October 2022 – September 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	UGA literacy/writing consultants (G) Swivel cameras (D)
Continue implementing Moby Max for reading fluency and reading compression	October 2022 – September 2023	AR Program data (F)	Accelerated Reader (Renaissance Learning) (G) Program training (G)
Consider a continuation of tutoring after grant end. Investigate funding sources or non-paid volunteer alternatives. (Ex. Peer tutoring, community stakeholders/HS mentors) (Dooley, 2017, p. 3)	October 2022 – September 2023	Tutor notes (F) Benchmark data (F) Milestones data (S)	Literacy tutors (G) iReady Georgia GSE (G) Pearson Platform (D) Achieve3000 (D)

Literacy Committee and administration evaluate and plan for continued delivery of resources after the grant ends	October 2022 – September 2023		Accelerated Reader (Renaissance Learning) (G) Pearson Platform & auxiliary materials (D) Consumable literacy resources (G) Easy CBM (g) IReady (G)
Teachers and Literacy Committee select audiobooks to supplement student learning.	October 2022 – September 2023	Achievement data Circulation data	Audiobooks (G)
Provide supplemental electronic and print consumable resources to provide standards based intensive supplementary instruction for students.	October 2022 – September 2023	Achievement data (S) Usage data (F) HMH RI data (F)	Pearson Platform & auxiliary materials (D) Consumable literacy resources (G) Easy CBM (G) IReady (G) Brainchild (G)
Expand staffing for safety net programs to increase enrollment capabilities for all students, especially EL and SWD.	October 2022 – September 2023	Benchmark data (F) Safety net program data (F)	Existing staffing(D) Additional staffing (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

We will provide a coherent series of opportunities for professional learning and improving practice that is targeted to both school and individual needs. It will be offered online, face-to-face, through PLCs for ongoing feedback and reflection, and via coaching. Various assessment

data will determine the effectiveness of the PL. We will build the capacity of our staff and leverage these activities to create a development plan that is sustainable long-term.

Of the 73 certified staff, 75% have 5 or more years of teaching experience

Only 2 teachers of 73 have a reading endorsement and 2 additional staff are currently in the program

More than 70% of the staff who responded to the Needs Assessment survey shared that teachers provide literacy instruction across the curriculum

More than 70% of the staff who responded to the Needs Assessment survey shared that students receive effective writing instruction across the curriculum.

Based on our needs assessment, we will focus on the following areas:

- Content area literacy strategies: explicit vocabulary and comprehension instruction in all content areas
- Various writing strategies and interventions
- Supporting below-grade level readers (e.g., phonics, fluency, etc.)
- Direct, explicit instruction in reading and writing across the curriculum

Resources Needed

- Moby Max to encourage reading fluency and reading comprehension
- Easy CBM literacy intervention program
- iReady literacy support program
- Registration and substitute costs for PL for faculty and staff
- Funds for Literacy tutors to work with students
- Funds for Literacy consultants/trainers to work with staff
- Funds for Summer Literacy Enrichment Camps to provide staffing and supplemental materials
- Audiobooks to provide literature in multiple formats.
- Additional instructors for safety net programs (ex: afterschool and Saturday school programs)
- Fountas & Pinnell guided reading program for ELL students
- DRA Kit for ELL students
- Writing Program tailored for ELL needs
- Transportation for students for safety net programs
- High-Interest/Low Level Reading materials

SCHOOL LITERACY PLAN

CJ Hicks Elementary

SCHOOL HISTORY

C.J. Hicks Elementary School (CJH), established in 1970, is one of eleven elementary schools in Rockdale County. The school moved into a new facility in 2010 and now serves 1054 students from preschoolers with special needs through fifth graders.

The following student demographics are represented at CJH:

C.J. Hicks Demographics SY19
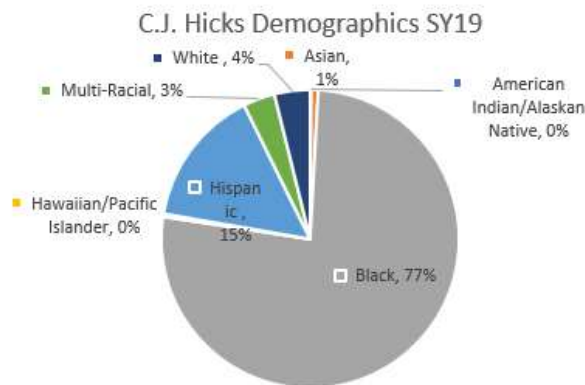
The percent of students qualifying for the Free and Reduced Lunch program has held steady between 84 – 85% for several years. Additionally, the United Way of Greater Atlanta reports that this zip code area is significantly behind than the region in many critical areas concerning children.

Child measures	30012	Regional
Low Weight Births	9.2	9.2
% Students Exceeding 3rd Grade Reading Standards*	30.6	44.1
% Students Exceeding 8th Grade Math Standards	13.5	46.7
High School Graduation Rate*	83.9	80.3
High School, College & Career Readiness Score*	70.6	72.9
% Children without Health Insurance	14.7	8.4
% Children in Poverty	34.5	24.2

*Especially strong drivers of outcomes

CJH has also experienced an increase in chronic absenteeism over the past three years.

	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)	Chronic Absenteeism (%)
2018-19	1,054	45.9%	43.7%	10.3%	15.7%
2017-18	1,001	47.5%	41.6%	11.0%	13.6%
2016-17	1,017	55.9%	37.5%	6.6%	

Recently, CJH has had increasing numbers of SWD and ESOL and a decrease of those requiring Gifted Services.
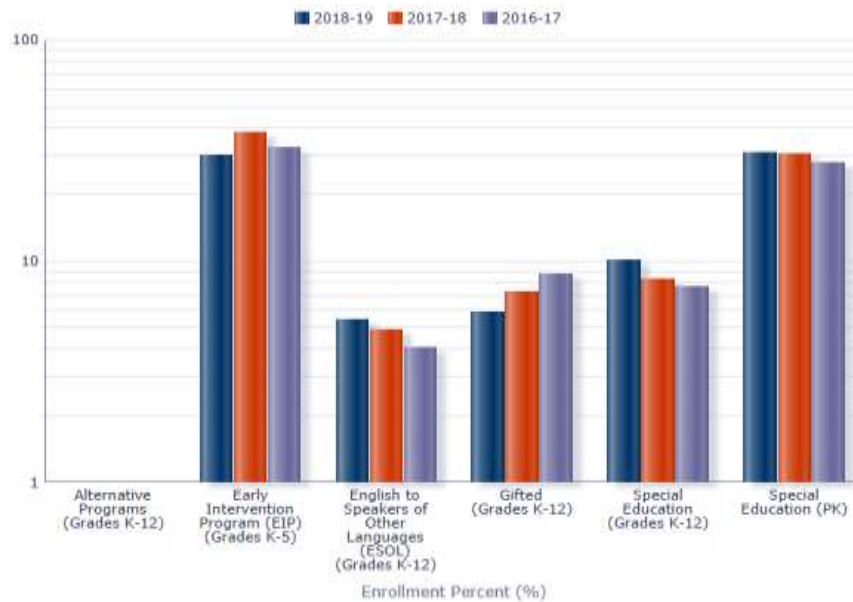
CJH has a certified teaching staff of 75 who provide complete academic and wraparound support to students. Over 50% of the teachers have a post-bachelor's degree and over a third of them have over 20 years of experience.
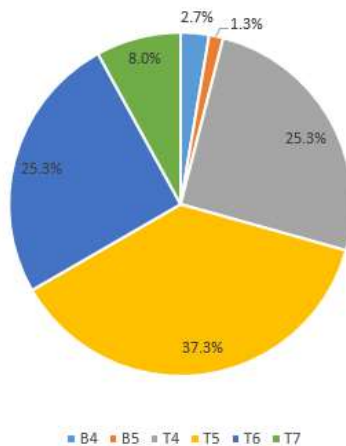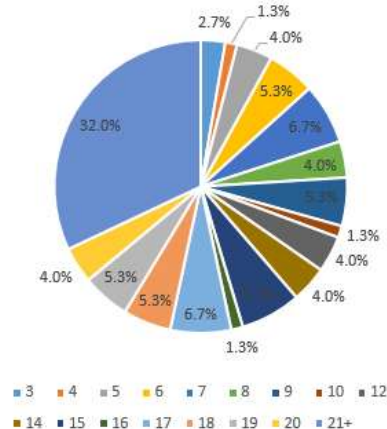
ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

The administrative team, consisting of the principal and two assistant principals, meets weekly. They have 63 years of cumulative elementary experience with over 10 years in leadership positions. The media specialist, the digital learning specialist, lead EIP teacher, and the instructional coach augment this team to form a strong instructional leadership team (ILT) that meets weekly to ensure maximum school progress.

To support local initiatives, a building leadership team (BLT) meets monthly and makes data-based decisions. The BLT includes a representative from each grade/department and the ILT.

Five certified teachers have completed their reading endorsement with two of these staff members serving on the BLT.

COMMUNITY ASSETS

Parental involvement is promoted. Yearly, CJH hosts six parent workshops targeting test-taking, math, reading, and study skills. However, attendance hovers around twenty parents per workshop.

For several years now, CJH has staffed a parent resource center (PRC) with a full-time parent liaison dedicated to soliciting parental involvement and providing support. Parents can borrow books and materials to support student learning.

Community support comes from families and other community organizations. Parent volunteers read books to students, copy materials, put up bulletin boards, and provide support in our media center. The local chapter of the Alpha Kappa Alpha Sorority supports reading by providing readers for the National African American Read-in Chain and Read Across America Day. Conyers Presbyterian provides volunteer support and supplies.

Our business partners, including Publix, Kroger, Walmart, CiCi's Pizza, Chick-fi-A, Copy Central, Zaxby's, Chuck E Cheese, and Great American Opportunities, support students through the donation of goods and services and/or fundraising opportunities.

CJH has also benefited from collaborating with other county schools. Students from Rockdale County High (RCHS) act as peer mentors a couple times a week.

PAST INSTRUCTIONAL INITIATIVES

Five years ago, CJH had a pointed emphasis on reading development. Incorporation of literature into daily ELA mini lessons was expected. The reading-aloud of books was mandated on a regular basis. Teachers were encouraged to pursue Reading Endorsements. Writing was an area of focus with Wednesdays dedicated to the intense teaching of writing. Reading and writing scores increased.

However, as CJH underwent changes in leadership, the emphasis changed. Additional weaknesses arose. Math scores demanded increased resources, swaying the focus away from literacy. Science and social studies scores fell. These changes negatively impacted literacy.

This year another leadership change has once again placed literacy at the forefront as a driving influence on all other content areas.

CURRENT INSTRUCTIONAL INITIATIVES

District-Level Initiatives

CJH has worked hard to implement all district-wide initiatives with fidelity. These include:

- Saxon Phonics grades K-2
- Think CERCA (a writing program) in grades 3 through 5
- Learning Reimagined - the district's 1-to-1 technology initiative, providing each intermediate grade student with a laptop
- STAR Assessments (Early Literacy, Reading, Math)

CJH administration monitors data from these initiatives to drive instructional decisions.

Building-Level Initiatives

The following instructional initiatives are currently implemented:

- Afterschool Tutorial Program targets students near the "Developing" and "Meets" categories of Georgia Milestones (GMAS) in grades 3 through 5.
- PLCs - Grade level teams come together on a seven-day rotation for an extended session to work on analyzing assessment data to plan for teaching and learning. These sessions are in addition to weekly collaborative planning sessions.
- Professional Learning (PL) is provided to our teachers year-round. One of the major goals of PL this year has been to improve Tier 1 instruction with consistent use of minilessons and the delivery of small group differentiated instruction with appropriate rigor and alignment to the standards within the workshop model.
- Envision Math for intermediate grades (a comprehensive math series), and iReady Teacher Toolbox (online resources for teaching reading, writing, and math) were implemented in January 2020 to help address student deficits.
- Accelerated Reader (AR) within 1st-5th grade classrooms to encourage and monitor independent reading.

NEED FOR A STRIVING READERS PROJECT

In 2019, CJH earned a CCRPI score of 65.7, scoring lower than the district or State. This score is attributed to a deficiency in students' reading competence, magnifying the need for increased emphasize on literacy through resources and PL to build teacher capacity.

CCRPI Single Score
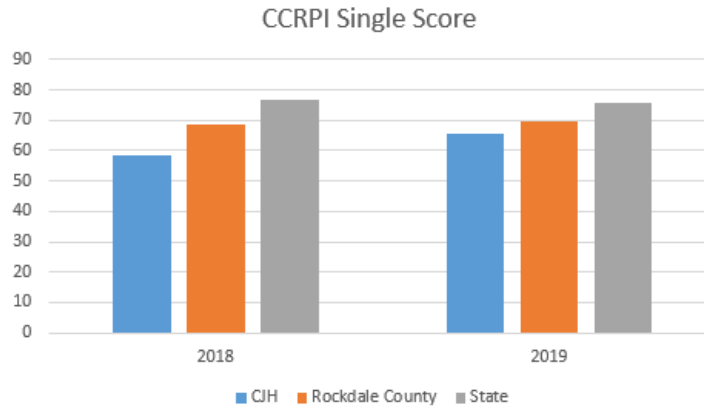
Over the past three years, CJH has been unsuccessful in reducing the number of beginning learners in ELA rising from 22.6% of learners scoring in this range on the 2017 GMAS increasing to 27.1% of learners scoring as beginning learners in 2019. This becomes even more alarming when looking at the growing SWD subgroup whose scores show a proficiency rate of only 5.5% with no distinguished level students.

GMAS - ELA

GMAS - ELA (SWD Subgroup)
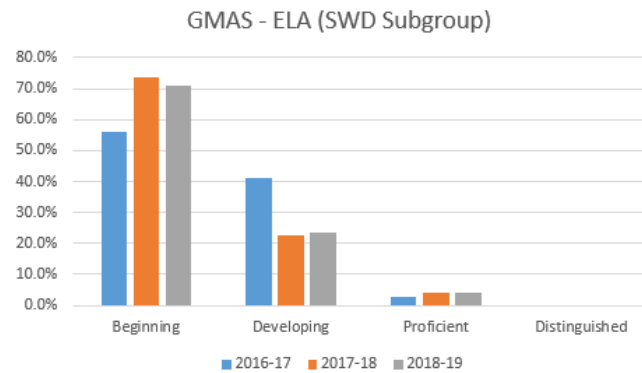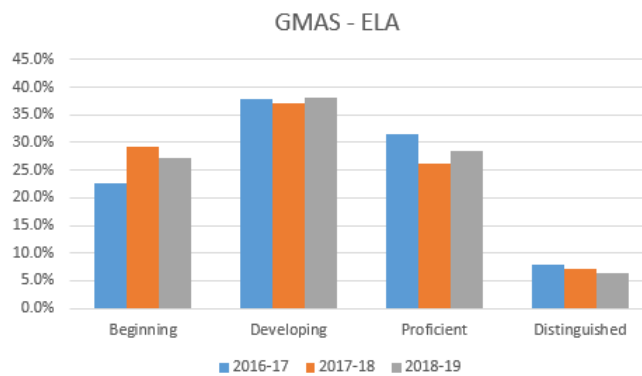
In other content areas, CJH's 2019 GMAS scores compare unfavorably to district and Georgia, speaking to the need to strengthen reading comprehension to positively impact content area knowledge.

2019 GMAS Math

2019 GMAS - Science

2019 GMAS - Social Studies
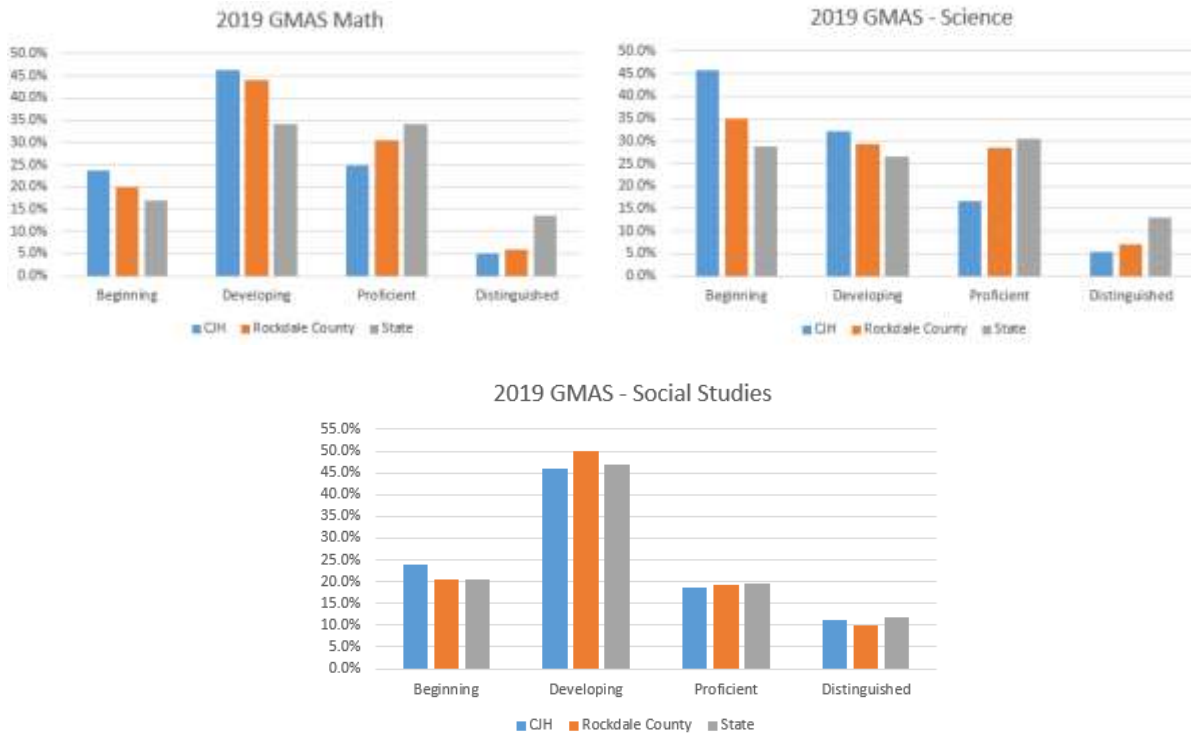
The need for additional support for subgroups is revealed in the table below illustrating how CJH has failed to meet targets on the 2019 GMAS. The SWD subgroup is particularly an area of concern as they did not meet targets in any academic area.

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟩	🟨	🟥	🟩
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟩	🟥	🟥	🟩
HISPANIC	🟨	🟩	🟩	🟩
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	🟨	🟨	🟥	🟩⭐
ENGLISH LEARNERS	🟩	🟩⭐		
STUDENTS WITH DISABILITY	🟥	🟥	🟥	🟥

In May 2019, STAR Early Literacy (STAR-EL) showed 52.1% of students entering the second grade scored below the desired Probable Reading level, a grade equivalency of 1.7, although only 15% entering 1st grade scored below the desired Transitional Level. This gap indicates needs to improve literacy instruction as learners progress through the primary grades.

Kindergarten STAR Early Literacy Proficiency, May 2019

3.4%
11.6%
39.5%
45.6%

■ Early Emergent % ■ Late Emergent %
■ Transitional % ■ Probable %
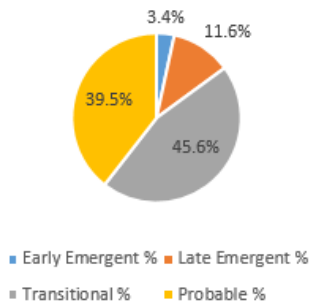
1st grade STAR Early Literacy Proficiency, May 2019

1.4%
17.1%
47.9%
33.6%

■ Early Emergent % ■ Late Emergent %
■ Transitional % ■ Probable %
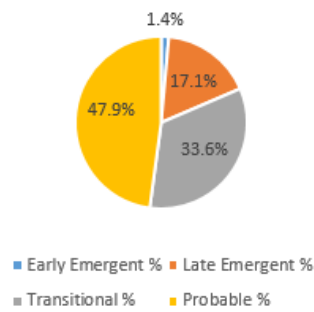
Additionally, few intermediate students are reading above the midpoint of their grade level's Lexile Stretch Band.

3rd Grader Lexile Scores compared to Midpoint of the Lexile Range, December 2019 STAR

16.8%
83.2%

■ 3rd Graders below 670L
■ 3rd Graders at or above 670L
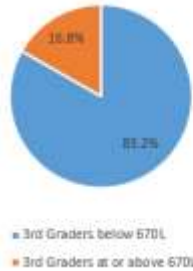
4th Graders Lexile Scores compared to Midpoint of the Lexile Range, December 2019 STAR

16.2%
83.8%

■ 4th Graders below 840L
■ 4th Graders at or above 840L
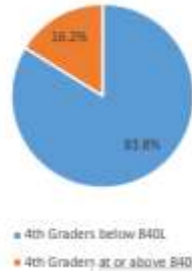
5th Grade Lexile Scores compared to Midpoint of the Lexile Range, December 2019 STAR

21.8%
78.2%

■ 5th Graders below 920L
■ 5th Graders at or above 920L
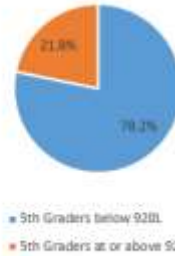
STAR alignment to GMAS shows 67.1% of students at Beginning or Developing levels for these grade levels.

December 2019 STAR alignment to GMAS Proficiency Levels

4.7
26.4
28.2
40.7

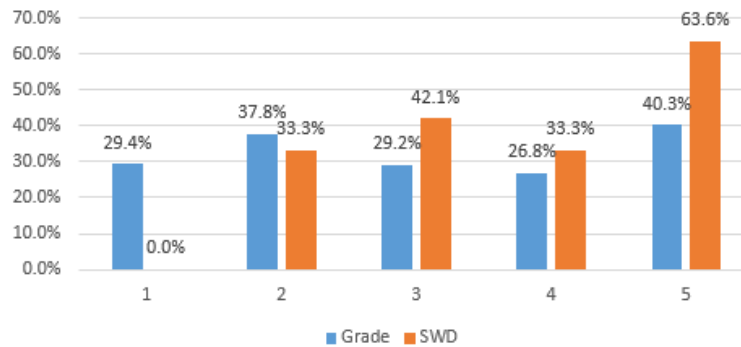■ Beginning ■ Developing ■ Proficient ■ Distinguished
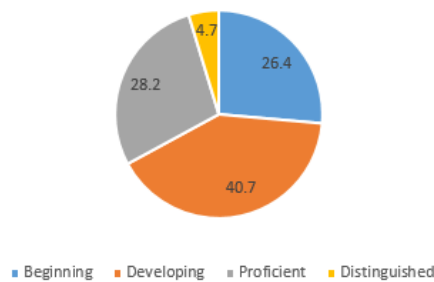
The graph below illustrates the average Lexile scores of readers in grades 1st through 5th that took STAR Reading in December 2019. The scores show a dramatic deficiency in reading comprehension across the school.

**Average Lexile Level,
December 2019 STAR Reading**
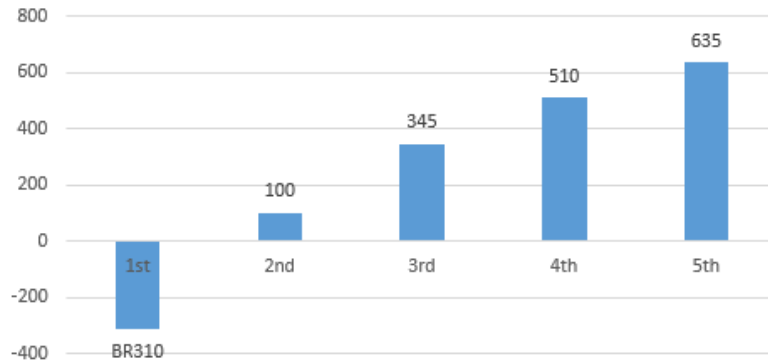
Additionally, many students are not growing at an accelerated rate.

**Percent of Students Scoring Above 60 SGP,
December 2019 STAR Reading**

Partial attribution for these low scores may be the number of outdated books and imbalance between reading levels and the collection's book levels. A media center collection analysis by TitleWise in January 2020 illustrates the need:

Collection by year

	Older	1970	1980	1990	2000	2010	2020

Aged titles

50%

6,527 ITEMS

2015 and newer

10%

1,342 ITEMS

Collection by interest level

K-3	3-6	5-8	YA	Adult	Prof.

An updated media center collection, including larger numbers of high interest materials matching the student reading levels while removing and replacing books in age-sensitive areas, could better support reading development while increased student motivation and engagement in literacy.

SCHOOL LITERACY GOALS

- The percent of all CJH students scoring at proficient or higher in ELA will increase by at least 50% over baseline as measured by Georgia Milestones (GMAS) by the end of the grant period.
- EL/SWD/ED students scoring developing or higher will meet or exceed state subgroup targets as measured by GMAS by the end of the grant period.
- The percent of all students achieving at the proficient/distinguished level in science and social studies as measured by GMAS will increase to at least 60% by the end of grant period.
- By the end of the grant period, the percent of CJH students with a Lexile score above the midpoint of their grade level's stretch band will increase by 5% over baseline as measured by GMAS by the end of the project period.
- The percent of CJH students scoring at monitor or accelerate will increase by at least 20 percentage points over baseline as measured by GMAS by the end of the project period.
- At least 80% of students will score at 60% SGP or above on the STAR Reading assessment by the end of the grant period.

- The number of parents participating in parent workshop opportunities will quadruple from baseline by the end of the grant period as evidenced by sign in sheets.

IMPLEMENTATION PLAN

The CJH Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – June 2021			
Action Step	Timeline	Evaluation	Resources
Provide ongoing PL on • reading & writing workshops, • reading comprehension, • close reading, • guided reading, • classroom libraries, • addressing reading disabilities, • Accelerated Reader (AR) • STAR Assessments, • DIBELS	October 2020 – May 2021	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G) Materials for training Materials for program implementation (G) Classroom libraries (G) Book boxes (G) Media Center books (G)
Establish classroom libraries & a school-wide leveled library	October 2020 – May 2021	Achievement data (S) Observational notes (F)	Leveled library books (G) Books for classrooms (G) Book boxes (G)
Ongoing family support program, emphasizing home literacy and school success skills.	October 2020 – May 2021	Achievement data (S) Observational notes (F) Parental surveys (F)	Stipends (G) Books & parental resources (G)
Use of AR with kindergarteners	October 2020- September 2021	AR reports (F) Achievement data (S)	Additional AR capacity Additional Media Center books for kindergarten levels (G)
Introduce a structured writing program in the primary grades	October 2020- May 2021	Observation notes (F) Achievement data (S)	Writing consultants (G) Substitutes (G) Materials for training (G)
Promote positive behaviors and community collaboration with positive feedback and a positive classroom environment as part of CJH's PBIS program	October 2020- May 2021	Staff Surveys(F); SWIS Data (S)	Signage (G) SWIS Suite program (D) Materials for rewards (G)

Year Two: July 2021 – June 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Ongoing family support program emphasizing home literacy skills and school success skills	August 2021 – May 2022	Achievement data (S) Observational notes (F) Parental surveys (F)	Stipends (G) Literacy consultants (G) Books & parental resources (G)
Continue ongoing PL on - reading & writing workshops, - reading comprehension strategies, - close reading, - guided reading, - classroom libraries - addressing reading disabilities - Accelerated Reader (AR) - STAR Assessment - DIBELS	July 2021 – May 2022	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G) Materials for training(G) Materials for program implementation (G) Classroom libraries (G) Book boxes (G) Media Center books (G)
Use of AR with kindergarteners	October 2021- September 2022	AR reports (F) Achievement data (S)	Additional capacity in AR Additional Media Center books (G)
Expand classroom libraries and leveled library	August 2021 – May 2022	Achievement data (S) Observational notes (F)	Classroom libraries (G) Book boxes (G)
Promote positive behaviors and community collaboration with positive feedback and a positive classroom environment	July 2021-May 2022	Staff Surveys(F); SWIS Data (S)	Signage (G) SWIS Suite program (D) Materials for rewards (G)

Year Three: July 2022 – June 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Ongoing family support program emphasizing home literacy skills and school success skills	July 2022 – May 2023	Achievement data (S) Observational notes (F) Parental surveys (F)	Stipends (G) Literacy consultants (G) Books & parental resources (G)
Coaching support for teachers with additional PL opportunities related to - Reading & writing workshops, - Reading comprehension strategies, - Close reading, - Guided reading, - Teaching writing, - Addressing reading disabilities	July 2022 – May 2023	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G) Materials for training (G) Materials for program implementation (G)
Expand classroom libraries & leveled library	August 2022 – May 2023	Achievement data (S) Observational notes (F)	Classroom libraries (G) Leveled library materials (G) Book boxes (G)
Use of AR with kindergarteners	October 2022- September 2023	AR reports (F) Achievement data (S)	Additional capacity in AR (G) Additional Media Center books (G)
Provide training on DIBELS, STAR, & AR for new staff with PL support to returning staff, as needed.	July 2022-May 2023	Achievement data (S) Observational notes (F)	Trainers (G) Substitutes (G) Materials for training/ implementation(G)
Promote positive behaviors and community collaboration with positive feedback and a positive classroom environment	July 2022-May 2023	Staff Surveys(F); SWIS Data (S)	Signage (G) SWIS Suite program (D) Materials for rewards (G)

Year Four: July 2023 – June 2024			
Action Step	**Timeline**	**Evaluation**	**Resources**
Ongoing family support program emphasizing home literacy skills and school success skills	July 2023 – May 2024	Achievement data (S) Observational notes (F) Parental surveys (F)	Stipends (G) Literacy consultants (G) Books & parental resources (G)
Coaching support for teachers with additional PL opportunities related to • Reading & writing workshops, • Reading comprehension strategies, • Close reading, • Guided reading, • Teaching writing, • Addressing reading disabilities	July 2023 – May 2024	Surveys (F) Observation notes (F) Achievement data (S)	Consultants (G) Substitutes (G) Materials for training (G)
Use of AR with kindergarteners	October 2023- September 2024	AR reports (F) Achievement data (S)	Additional capacity in AR(G) Additional Media Center books (G)
Provide training on administration and use of DIBELS, STAR, & AR for new staff, and PL support to returning staff as needed.	July 2023-May 2024	Achievement data (S) Observational notes (F)	Program trainers (G) Substitutes (G) Materials for training/ program implementation (G
Expand classroom libraries and leveled library	August 2023 – May 2024	Achievement data (S) Observational notes (F)	Leveled library (G) Classroom libraries (G) Book boxes (G)
Promote positive behaviors and community collaboration with positive feedback and a positive classroom environment	July 2023-May 2024	Staff Surveys(F); SWIS Data (S)	Signage (G) SWIS Suite program (D) Materials for rewards (G)

Year Five: July 2024 – September 2024			
Action Step	**Timeline**	**Evaluation**	**Resources**
Ongoing family support program emphasizing home literacy skills and school success skills	July 2024 - September 2024	Achievement data (S) Observational notes (F) Parental surveys (F)	Stipends (G) Literacy consultants (G) Books & parental resources (G)
New staff training on DIBELS for new staff with PL support to returning staff as needed.	July 2024- September 2024	Achievement data (S) Observational notes (F)	DIBELS trainer (G) Substitutes (G) Materials for training (G)
Expand classroom libraries & leveled library	August 2024 – May 2025	Achievement data (S) Observational notes (F)	Leveled library books (G) Classroom libraries (G) Book boxes (G

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

Professional Learning Needs

CJH used the *Survey of Literacy Instruction for Elementary Teachers* and observational evidence from multiple instructional walks to learn our greatest needs and gaps for professional learning and support. Across the school, the teachers referenced the need for assistance in teaching materials. Teachers struggle to implement guided reading and the pulling of small groups as part of the reading workshop, as well as delivering effective mini-lessons. Additionally, many teachers expressed frustration about a dearth of books within their classrooms and leveled books for instruction.

Thus, CJH will provide a coherent series of opportunities for PL and improving practice that is targeted to both school and individual needs. It will be offered online, face-to-face through PLCs, coaching, and workshops/conferences beyond our building. Our P-12 collaborative will help us assess the effectiveness of our work. CJH will build the capacity of our staff and leverage these activities to create a development plan that is sustainable long-term.

Increased emphasize on literacy through PL and increased resources will make a dramatic impact in improving reading comprehension.

- Literacy PL for educators

- Literacy and school success skills (including an emphasis on regular school attendance) for parents
- PL focusing upon effective practices for teaching writing & literacy
- PL on the effective use of DIBELS, AR, & STAR

Resources Needed

- Classroom libraries
- Media center books
- Leveled library materials
- PL books & materials required for PL sessions
- Added AR capacity for kindergarteners
- Structured writing program for primary grades with support for intermediate grades
- DIBELS assessment materials

<div align="center">

SCHOOL LITERACY PLAN

Hightower Trail Elementary School

</div>

SCHOOL HISTORY

Hightower Trail Elementary (HTE) is a public elementary school opened in 1988 and located in Conyers, Georgia. The school currently educates 624 students in pre-kindergarten through fifth grade. The following demographics are represented at Hightower Trail: Black 61%, White 22%, Hispanic 12%, Mutli-racial 3% and Asian 1%. The percent of students qualifying for free and reduced lunch is 74% and has consistently risen over the past 5 years.

There are 87 staff members working to support students are HTE. 54 are certified and 33 are classified ancillary staff.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

The administrative team at Hightower Trail is comprised of the principal, assistant principal, instructional coach, digital learning specialist, and response-to-intervention coordinator. The administrative team has over 80 years of elementary experience and meets weekly. However, there has been a change in administrators over the past several years. The school principal is the longest standing leader at HTES with 3 years of experience; many other administrative personnel are in their first year.

To support building initiatives, a building leadership team was designed. This team includes a representative from each grade level and/or department along with the administrative team. The building leadership team meets every 2 weeks.
District coaches have advanced degrees in reading along with reading endorsements. In addition, 21% of Hightower's teachers have the reading endorsement and an additional 5 teachers are currently enrolled in the district's reading endorsement class.

COMMUNITY ASSETS

Parental involvement is highly encouraged; however, we have very minimal parent involvement at Hightower Trail. In an effort to increase parental involvement, we provide at least 6 parent workshops that include test taking skills, math and manipulatives, reading workshop, study skills, and make and take. In addition, we have a parent resource center with a full-time parent liaison. Parents are able to check out games, flash cards, materials, and books to support student learning. Furthermore, parents volunteer by reading books to students, copying materials, answering phones and putting up bulletin boards. Our community business partners--Vulcan, Publix, Crossroads United Methodist Church, Rogers Cannon Photography, Cici's Pizza, and Dairy Queen--support our school by providing supplies, t-shirts, monetary donations, and volunteers.

PAST INSTRUCTIONAL INITIATIVES

- Professional Learning Communities (ongoing)
- Achieve 3000 (ongoing)

- Tutorial programs (Trailblazer Academy/Learning Lab- discontinued due to lack of funding and insufficient data)
- Power Hour (ongoing)
- I/E Instructional block for every grade (ongoing)
- Kindercamp (ongoing, district- initiative)
- Oratorical Showcase (ongoing)
- Parent Academy (district-led)
- Project night (ongoing, research in Science/SS)
- PBIS (ongoing, district-initiative)

It is difficult to determine the effectiveness of these initiatives because of overlapping data and simultaneous initiatives. Teacher and administrative turn over may have hindered consistent implementation.

CURRENT INSTRUCTIONAL INITIATIVES

- The Lucy Calkins Writer's Workshop- The L4GA grant will help provide additional professional learning as we enter the second year of implementation.
- The Sunrise Book Club, targeting the lowest 25% of students based on STAR data
- Professional Learning is currently focused on the book "Reading Strategies that Work"
- The Afterschool Tutorial Program, targeting students near the "Developing" and "Meets" categories of Milestones.
- School wide Postal Service will begin February 2018.
- Professional Learning Communities (PLC): Teachers plan interventions, enrichment instruction, and common assessments based on data.
- Vertical teams meet monthly to address continuity of curriculum throughout the grade levels.
- Lexia Core 5 has been implemented in SY 2017 for our ESOL population. L4GA funds would expand this resource to ALL students at HTES.
- Power Hour: students in grades 3-5 are grouped to receive additional review/instruction for Milestones readiness.
- Teacher University: L4GA funds would provide consultant fees and stipends for professional learning.

NEED FOR A STRIVING READERS PROJECT
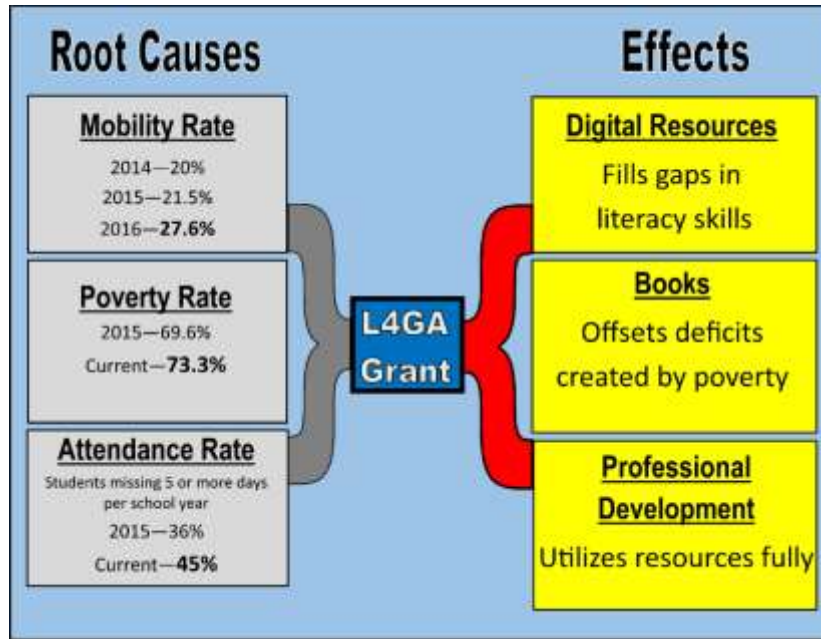
The increasing mobility rate, the poverty rate, and the attendance rate at HTES are causal factors in the need for the L4GA Grant. The high mobility rate means that many students at HTES have gaps in their literacy skills due to differing programs and pacing at schools attended by transient students. The L4GA Grant will provide funds for digital resources that are able to identify and target individualized student needs.

The poverty rate at HTES is 73%. Current educational research shows strong links between student poverty and low literacy achievement. Students living in poverty are less likely to have attended a full year of preschool, have fewer enriching life experiences, and show a deficit in vocabulary. Teachers at HTES have observed these results in students while discussing anecdotal incidents at Data Talks and PLC meetings. As an example, a teacher shared an exchange she had with a third-grade student who described having to move to a different home because the roaches were so prevalent that he covered his face while he slept to "keep them from crawling in my mouth." No research is needed to explain the impact those types of concerns can have on student learning. This is just one scenario that many HTES students deal with daily. The individualized instruction provided by digital resources such as Lexia, the addition of leveled readers in the classroom, and the books provided for the students' homes will help to offset the deficits created by a life of poverty.

The attendance rate at HTES is currently 45%. This means that nearly half of HTES students miss more than 5 school days per year. Enriching this school with these additional resources will help to fill gaps created by excessive absences. PBIS is an initiative currently in place to help address this issue. Additional support for PBIS from this grant is not needed at this time.

The effects of this grant will be felt by all students when they have teachers who receive quality professional learning. This professional learning will enable full implementation of the resources at hand as well as address the literacy needs of all students.

As evidenced by the chart below, HTES is making small gains in student achievement from Beginning Learner to higher levels, but we are still below the District and State levels.
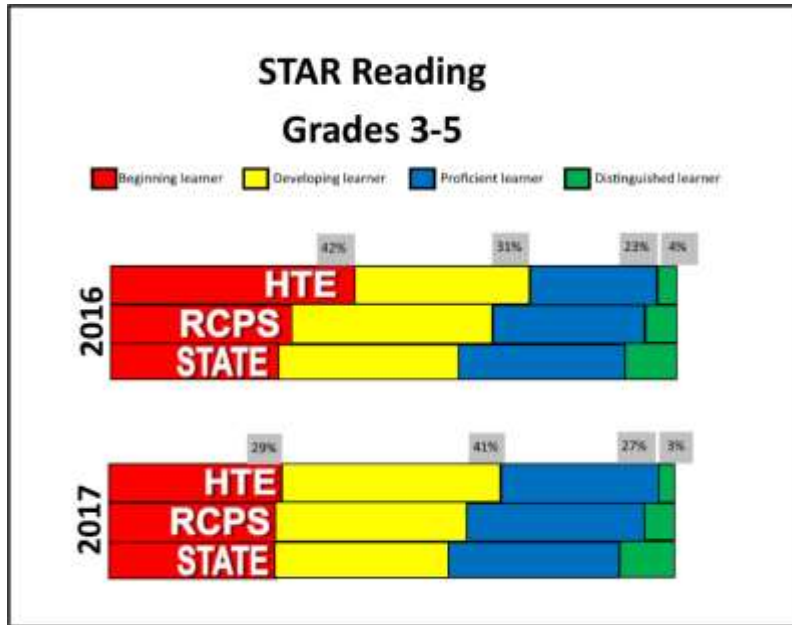
The table below indicates the critical literacy needs of students in all grades and subgroups at HTES.

Student Group	STAR Reading and STAR Early Literacy DATA				Write Score Data
	Growth Percentile _Percent of students 66% or above_	Lexile Target _Percent of students met target_	Average Lexile	Milestones alignment _Percent of students at Proficient or Distinguished_	Write Score _Percent of students at Average or Above Average_
Kindergarten	15%	NA	NA	20%	NA
1st Grade	38%	NA	NA	74%	NA
2nd Grade	32%	4%	55	29%	NA
3rd Grade	61%	26%	431	47%	11%
4th Grade	44%	22%	465	24%	36%
5th Grade	41%	34%	671	33%	39%
SWD	35%	0%	220 (3rd) -92 (4th) 248 (5th)	7%	19%
EIP	28%	0%	217 (3rd) 427 (4th) 537 (5th)	10%	17%
RTI (Tier3)	8%	0%	128 (3rd) 78 (4th) 262 (5th)	12%	18%
EL	12%	0%	293 (3rd) -38 (4th) 8 (5th)	50%	0%

Percent of 3rd Graders Achieving a 650 Lexile or Above on ELA Milestone EOG
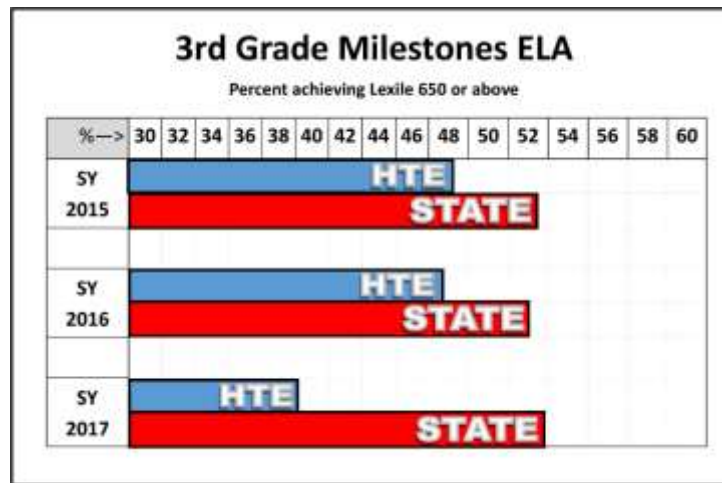

In the past three years, HTES has shown a downward trend in reading achievement, as indicated by the percent of 3rd graders reading at a 650 Lexile or higher on the ELA Milestone EOG. While the state has remained consistent at 51%, HTES has declined from 47.5% in 2015 to 38.2% in 2017.

Percentage of Students Scoring Developing Learner or Above on Milestone EOGs
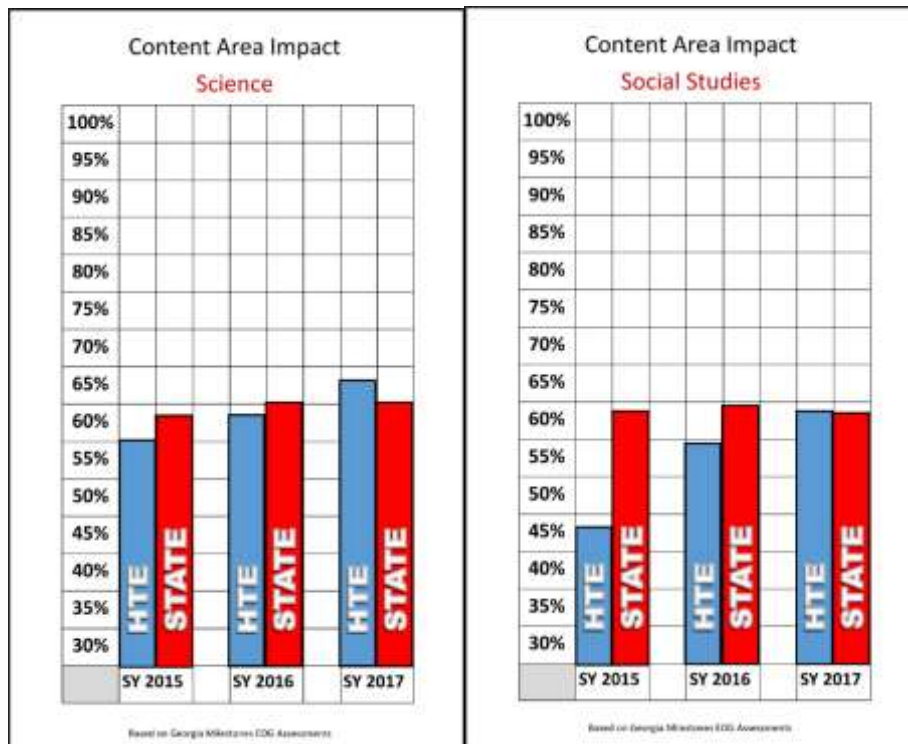
While HTES showed improvement in social studies and science achievement, it continues to fall below the state in CCRPI. Student performance lagged for both the SWD and ED subgroups, indicating a strong need for additional supports in those areas.

CCRPI Three Year Trend
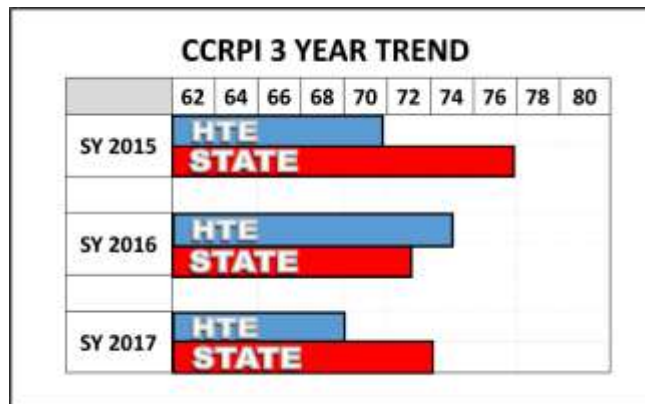
SCHOOL LITERACY GOALS

- The percent of HTES students scoring at proficient or higher will increase by at least 29 points as measured by Georgia ELA Milestones end-of-grade assessment by the end of the grant period.
- The percent of EL/SWD/ED students scoring at developing or higher will meet or exceed state subgroup targets as measured by Georgia Milestones by the end of the project period.
- The percent of HTES students achieving at proficient/distinguished in social studies will increase to 60% by the end of the project period as measured by Georgia Milestones.
- The percent of HTES students meeting the CCRPI Lexile targets of the stretch band midpoint will increase by at least 5% each year of the grant period from baseline as measured by Georgia Milestones.
- The percent of HTES students scoring at monitor or accelerate will increase by at least 20% from baseline as measured by Georgia Milestones mastery categories (writing and language) by the end of the grant period.
- The percent of HTES students scoring at 66% or higher SGP on STAR Reading will increase to 80% by the end of the grant period.

IMPLEMENTATION PLAN
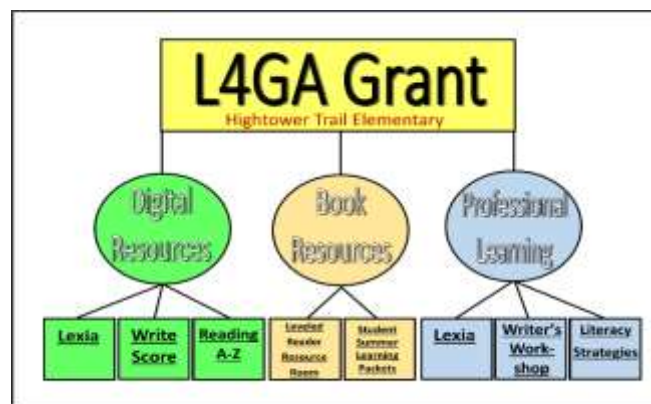
The HTE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

The L4GA Grant will be utilized as per the table below. Our focus will center on foundational literacy skills in all grade levels, including phonics, vocabulary, and writing. The plan includes professional learning for all teachers, administrators, and academic support staff for the first year of implementation, and then will focus on newly hired teachers for years 2 and 3. In addition, we plan to supply students with the availability of more literary and informational books, both as leveled readers in the school and independent readers for students' home use. Digital resources will provide individualized, targeted instruction in each of our focus areas.

Looking beyond the five-year implementation process, sustainability will be realistic due to a decreased need for school resource books. Our professional learning cost will be diminished as trained teachers redeliver to new teachers. Digital resources can be sustained by opting for scaled down versions and pursuing other local funding possibilities.

Year One: October 2020-September 2021			
Action Step	Timeline	Evaluation	Resources
Purchase Lexia and provide professional learning with program. (Dooley, 2017, p. 5)	October 2020-September 2021	Achievement Data (S)	Licenses (G) Consultants (G)
Purchase reading instructional materials for self-contained SWD classes (Dooley, 2010, pp. 6-8)	October 2020	Achievement Data (S)	Materials (G)
Provide professional learning for increasing achievement of SWD students (Dooley, 2010, pp. 6-8)	October 2020-September 2021	Agendas (F) Surveys (F) Achievement Data (S)	Consultants (G) Substitutes (G)
Purchase Scholastic leveled reader book room and provide professional learning for guided reading. (National Center for Education Evaluation, 2010, pp. 30-32)	October 2020	Achievement Data (F)	Materials (G) Consultants (G) Substitutes (G)
Use Write Score as data monitoring tool.	October 2020	Achievement Data (F)	Licenses (G)
Purchase and provide summer reading materials. (McQuillan, 1998)	October 2020-September 2021	Achievement Data (S)	Materials (G)
Purchase digital resources for teachers to enhance instruction. (Dooley, 2017, p. 5)	November 2020	Achievement Data (F)	Licenses (G)

Action Step	Timeline	Evaluation	Resources
Provide additional professional learning for continuation of Lucy Calkins Writer's Workshop. (NCEE, 2012, pp. 12-38)	October 2020-September 2021	Write Score Data (S)	Consultants (G) Substitutes (G)
Purchase professional texts for educator book study on literacy comprehension best practices and provide professional learning. (Dooley, 2010, pp. 6-8)	October 2020-September 2021	Teacher reflection/survey (F)	Materials (G) Consultants (G)
Create student book club and provide reading materials/support Helen Ruffin Reading Bowl. (NCEE, 2010, pp 34-37)	October 2020-September 2021	Surveys (F)	Materials (G)
Provide materials and professional learning to expand Teacher University. (NCEE, 2012, pp. 12-38)	October 2020-September 2021	Surveys (F)	Materials (G) Stipends (G)
Year Two: October 2021-September 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Continue student book club and provide reading materials/support Helen Ruffin Reading Bowl. (NCEE, 2010, pp 34-37)	October 2021-September 2022	Surveys (F)	Materials (G)
Purchase Lexia and provide professional learning for new staff. (Dooley, 2017, p. 5)	October 2021-September 2022	Achievement Data (S)	Licenses (G) Consultants (G)
Purchase and provide summer reading materials. (McQuillan, 1998)	October 2021-September 2022	Achievement Data (S)	Materials (G)
Provide additional professional learning for continuation of Lucy Calkins Writer's Workshop. (NCEE, 2012, pp. 12-38)	October 2021-September 2022	Write Score Data (S)	Consultants (G) Substitutes (G)
Provide PL on writing strategies for all content areas. (NCEE, 2012, pp. 10-20)	October 2021-September 2022	Agendas (F) Surveys (F) Achievement Data (S)	Consultants (G) Stipends / substitutes (G)
Purchase digital resources for teachers to enhance instruction. (Dooley, 2017, p. 5)	November 2021	Achievement Data (S)	Licenses (G)
Provide materials and professional learning to expand Teacher University. (NCEE, 2012, pp. 12-38)	October 2021-September 2022	Surveys (F)	Materials (G) Stipends (G)

Year Three: October 2022 – September 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Purchase and provide summer reading materials. (McQuillan, 1998)	October 2022-September 2023	Achievement Data (S)	Materials (G)
Provide additional professional learning for continuation of Lucy Calkins Writers Workshop. (National Center for Education Evaluation, 2012, pp. 12-38)	October 2022-September 2023	Write Score Data (S)	Consultants (G) Substitutes (G)
Purchase Lexia and provide professional learning for new staff. (Dooley, 2017, p. 5)	October 2022-September 2023	Achievement Data (S)	Licenses (G) Consultants (G)
Continue student book club and provide reading materials/support Helen Ruffin Reading Bowl. (NCEE, 2010, pp 34-37)	October 2022-September 2023	Surveys (F)	Materials (G)
Provide materials and professional learning to expand Teacher University. (NCEE, 2012, pp. 12-38)	October 2022-September 2023	Surveys (F)	Materials (G) Stipends (G)
Purchase digital resources for teachers to enhance instruction. (Dooley, 2017, p. 5)	October 2022	Achievement Data (S)	Licenses (G)

*Achievement Data will include DIBELS, RCPS Quarterly Benchmarks, STAR, Common Formative Assessments, Milestones, Lexia progress reports, and HMH Reading Inventory assessments

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

References

Dooley, C. M. (2017, Nov. 22). Literacy for learning, living, and leading. *Georgia Department of Education.* pp. 1-17.

McQuillan, J. (1998) *The Literacy Crisis: False Claims, Real Solutions*. Portsmouth, NH: Heineman.

National Center for Education Evaluation. (2010). *Improving reading comprehension in kindergarten through 3rd grade.* pp. 1-87.

National Center for Education Evaluation. (2012). *Teaching elementary school students to be effective writers.* pp. 1-103.

Professional Learning Needs

Opportunities for PL and improving best practices (Dooley, 2017, pp. 6-8)

- Book Study/Coaching for Literacy PL for all teachers, administrators, and academic support staff
- Metro Resa/Griffin Resa professional learning classes online or face-to-face
- Lucy Calkins Writer's Workshop training
- Lexia Professional Learning/Training
- PL of best practices to achieve effective PLCs

Resources Needed

HTES needs funding for:

- Lexia Computer program
- Media Center collections updated
- Leveled Readers for Book Room
- Digital teacher resources
- Summer reading packs for lowest 25%
- Educator Book Study Texts
- Professional learning courses (online or face-to-face)
- DIBELS (K-2)
- HMH Reading Inventory assessment (3-5)

SCHOOL LITERACY PLAN

Peek's Chapel Elementary

SCHOOL HISTORY

Peek's Chapel Elementary (PCE) opened during the 2001-2002 school year. The school is in a fast-growing suburb of Atlanta, and enrollment has grown steadily since it opened its doors, reaching an enrollment of 695 students. As the enrollment grew, so did the school's transiency rate. The transient population percentage (based on the number of students who entered or withdrew during the school year) continues to be moderately high. With such a high transient rate, it is critical that we are prepared to provide a consistent educational program.

79% of our school population are currently economically disadvantaged – PCE is a high-need school. PCE continues to be eligible for Title I school wide services. Of the 695 students, about one-third of the population qualifies for EIP (Early Intervention Program) services, and more than 10% have been identified as SWD (Students with Disabilities). The school serves a diverse student population comprised of 84% African American, 8% Hispanic, 3% Caucasian, 3% Multi-race, and 3% Asian.

Peek's Chapel Elementary fosters a culture and belief system that embodies Rockdale County Public Schools' Strategic Plan for a World Class Institute. The percentage of students who are directly certified (receive SNAP or TANF, homeless, unaccompanied youth, foster or migrant) at PCE is 53.1% (District average is 39%.) PCE currently holds a 3-star Climate Rating, landing it at the bottom of Rockdale schools, and scoring particularly low in the student (65.04) and staff (65.54) survey component. Students at PCE also account for almost 15% of all ISS/OSS incidents district-wide. They have the highest number of fighting and disorderly conduct discipline incidents among district elementary schools. PCE has a whopping 33.3% mobility rate (the district average is 21.5%.)

ADMINISTRATIVE AND BUILDING LEADERSHIP TEAMS

Peek's Chapel has experienced a lack of consistency in the administrative team in recent years. Since 2012-2013 school year, PCE has had **three** different principals and just received a new assistant principal in January 2018. However, the current administrative team brings with them a wealth of experience as neither is new to education or leadership. Brian Travis served as an AP in the district for 8 years prior to being named as Principal of PCE in June of 2016. Sonya Mosely served as an AP at CJ Hicks for 6 years before being named the PCE Assistant Principal in January of 2018. In 2018- 2019, Sonya Mosely became the Principal and currently Stetina Haines-Williams serves as the Assistant Principal.

PCE has also struggled to provide consistent instructional support for teachers due to turnover in the Instructional Coach positions. The 2016-2017 school year PCE did not have Instructional Coaches in the building. Despite efforts to provide that support, unforeseen staffing and medical issues had resulted in PCE not having any Instructional Coaches. Tracey Butts was hired as a full-time RTI Coordinator June 2017. She has continued in this position. Shawnte Mann and Steve McNutt are the two DLSs (Digital Learning Specialists) for the building. They have also

continued in these positions. The 2017-2018, the school was provided with two County Instructional Coaches by the county. In 2018-2019 Stetina Haines-Williams continued to be the Instructional Coach and Cherelle Knight was also added as an additional Instructional Coach. Today, Alvinette Maultsby and Delvin Wilson are the Instructional Coaches.

Of the 48 certified staff, 33% have 5 years of teaching experience or less. Only eight certified staff have earned a Reading Endorsement (five classroom teachers). The Turnover rate has increased from 32% in 2018 and to 69% in 2019.

The mission of Peek's Chapel Elementary is to Provide ALL Children Excellence in Education by providing a secure and nurturing learning environment that ensures customized learning, robust standards-based instruction, extracurricular activities, and character education.

We continue to do the following:

- Maximize relationships between family, school, and community.
- Deliver rigorous curricula from highly skilled and caring staff utilizing innovative teaching methods that encompass multiple learning styles.
- Develop academic knowledge, character, and life skills to compete in a society driven by technology, science, and the arts.
- Ensure a lifelong love of learning in a safe and orderly environment conducive to learning.
- Create and instill strong values of self-worth and respect for others while embracing our school mission.

COMMUNITY ASSETS

PCE has community partnerships that include Discovery Church and District Attorney Alisha Johnson. Our partners have donated money or various resources to meet the needs of the school.

Parent involvement has fluctuated over the last few years. In previous years, we noticed a severe 65% decline in the parent involvement. Fortunately, during the current school year we have documented a 40% rebound in parent engagement. Parents come in almost weekly to assist our staff. Ms. Michelle Anderson (Parent Liaison) has worked diligently to raise parent awareness for involvement opportunities. We would love to see this increase to help parents better assist their student. Therefore, monthly parent engagement meetings are being held. These meetings are providing us with the opportunity to engage the parents with the curriculum, strategies, staff, and the community.

PAST INSTRUCTIONAL INITIATIVES

As with previous years, the instructional initiatives include a focus on balanced literacy which includes guided reading, running records, Saxon Phonics for grades K-2 as well as a focus on phonics in the upper grades (3-5), using the Reading Wonders Phonics Component. Every grade level utilizes the My Lexia program for reinforcement with phonics. Many of our teachers are new, therefore, they need to be given an opportunity to become immersed in reading pedagogy by earning a Reading Endorsement.

CURRENT INSTRUCTIONAL INITIATIVES

The literacy vision at Peek's Chapel includes focusing multiple activities toward increasing students' reading, writing, and thinking skills. Both district and building level programs are being used now to varying degrees of success. Currently, K-2 uses Saxon Phonics to initiate phonemic awareness and start the reading process. Lexia Reading Core 5 stands in as a, supplementary support for students who according to STAR Early Literacy, are beginning level readers and are deficient in phonetic abilities. The Panda Prep Block has also been implemented to support Lexile growth. STAR continues to be used to monitor progress.

NEED FOR A STRIVING READERS PROJECT

The PCE Administration and staff have mobilized to review achievement data across content areas and plan appropriate responses to the deficits. The faculty and stakeholders have met to discuss options and design the most effective services for our student population. Upon review of all data, it has been determined that there is a need for school wide reform strategies that will increase students' classroom performance. That said, a more comprehensive instructional literacy plan is warranted to meet the needs of the student population.

While Peek's Chapel demonstrated growth, the data indicated that gaps remain in Lexile scores and content areas (Science and Socials Studies). On the 2017 Milestone ELA EOG, PCE's 3rd graders have closed the gap with the state and were 0.7 points above the state in 2017.

Percentage of 3rd Graders Achieving a Lexile of 650 or Above on the Milestone ELA EOG
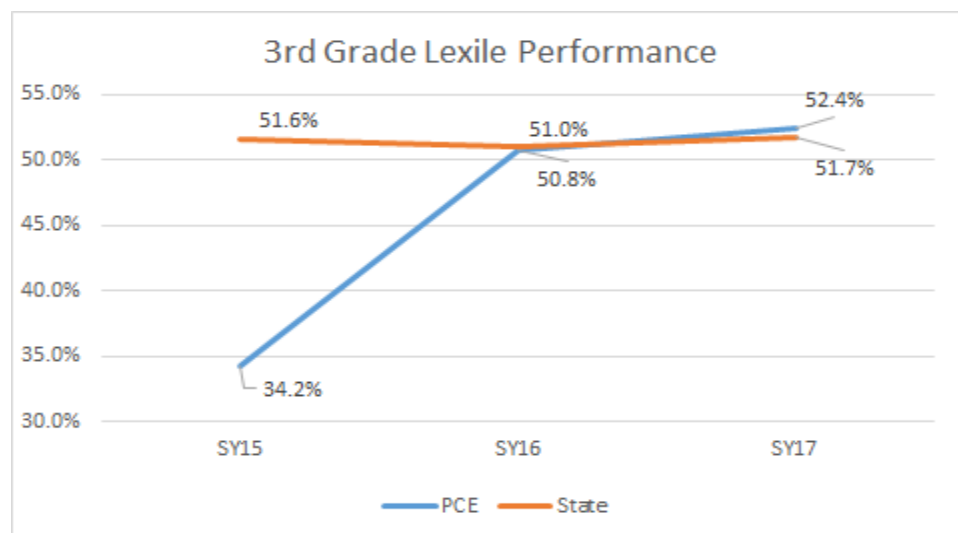
However, in analyzing PCE's performance on the social studies and science Milestone EOGs, gaps are shockingly evident. While PCE showed an increase in the percent of students scoring in Developing Learner or Above on the social studies EOG, there is a declining trend in science. In both areas, PCE's students continue to perform well below the state and are currently on an

alarming downward trajectory. In, 2018, 77% of students scored in the Beginning/Developing ranges in Science and 73% in Social Studies. In 2019, Social Studies declined much further to 81%.

Percentage of Students Scoring Developing Learner or Above on Milestone EOGs

Social Studies EOG Performance

Science EOG Performance
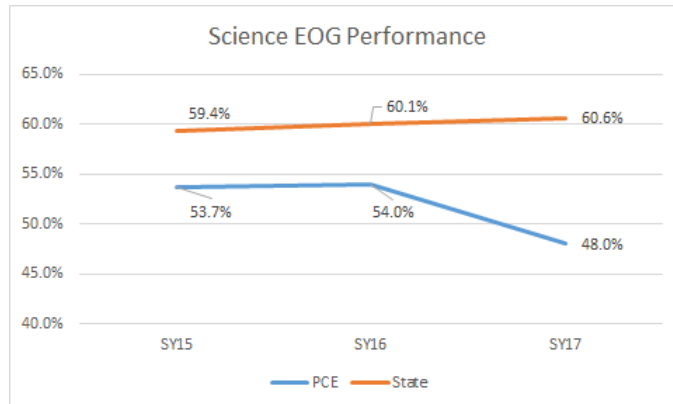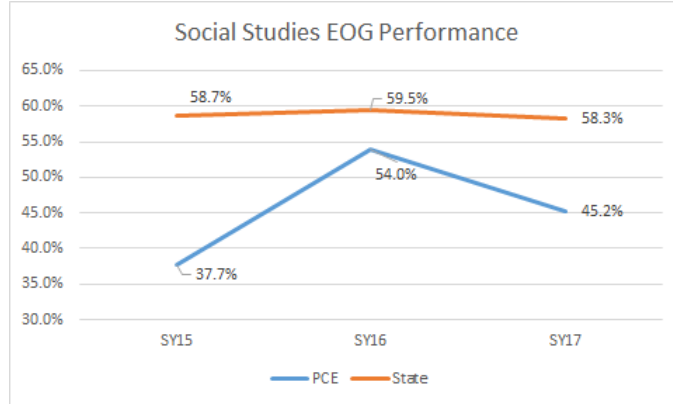
Despite an increase in CCRPI in 2016, PCE saw a sharp decline in 2017. Out of 8 possible points for subgroup performance, PCE received **zero points**, indicating clear needs for support in the EL, SWD, and ED subgroups.

CCRPI Three Year Trend
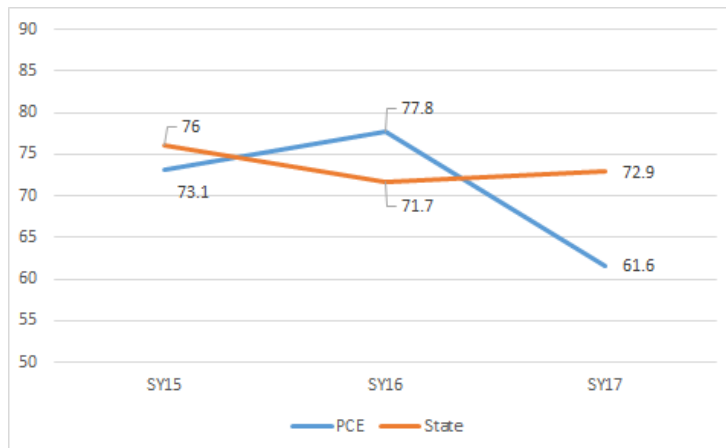
Specifically, the team has found problems with continuity of instruction, inconsistent professional learning in literacy instruction, inadequate training on how to incorporate literacy strategies in other subject areas, and a significant number of students below grade level in literacy.   There is also a lack of research interventions that engage students based on the data results and learning modalities of students.

Our Literacy Team used the *Survey of Literacy Instruction for Elementary School Teachers.* Participants revealed that support is needed for teaching student's comprehension strategies and skills. PCE teachers feel that students do not arrive to them reading on grade level, which impacts instruction and the ultimate progress to grade level standards. Teachers need professional learning on how to integrate literacy in all subject areas. Differentiation of instruction is also needed. Not all staff members have confidence in their ability to use data to drive instruction, craft quality-based text-dependent questions, or conduct close reading.

SCHOOL LITERACY GOALS

Goal 1: To accelerate the progress of struggling readers to grade level performance or greater through standards-based instruction and intensive interventions by the end of the grant period.

Goal 2: To increase parent involvement by at least 20% over baseline by the end of the grant period, as measured by sign in sheets and teacher reporting.

Goal 3: To increase the number of community partnerships by at least one per year over baseline by the end of the grant period based on administrative and district Office of Community Relations reports.

Goal 4: A minimum of 90% of teachers and administrators will participate in comprehensive professional development in instructional practices for school-wide literacy integration by the end of the grant period based on sign in sheets and self-reporting.

Goal 5: A minimum of 80% of 2nd grade students will score at or above a Lexile of 520 measured by STAR Reading by the end of the grant period.

Goal 6: At least 80% of 3rd, 4th and 5th Grade students will score At or Above a Lexile Score of 670, 840, and 920 respectively on the ELA Georgia Milestones by the end of the grant period.

Goal 7: 80% of students in grades 3-5 will be in levels developing, proficient, and distinguished with at least 40% of the students in proficient and distinguished measured by ELA Georgia Milestones by the end of the grant period.

Goal 8: Students scoring in the distinguished learner category will increase by 20 percentage points from baseline on the Georgia Milestones in ELA by the end of the grant period.

Goal 9: At least 80% of teachers will report an increase in their confidence to use data to drive instruction and select intervention strategies by the end of the grant period as evidenced by self-reporting.

Goal 10: At least 40% of teachers will complete a reading focused immersion program by earning their Reading Endorsement by the end of the grant period as evidenced by their certificate.

IMPLEMENTATION PLAN

The PCE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020– September 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Provide professional learning on designing scaffolded writing lessons	October 2020	ThinkCerca writing data (F) ELA Milestone (S)	Professional writing consultants (G) Stipends (G)
Implement a coaching cycle to improve literacy instruction in the content areas	October 2020 – September 2021	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy consultants (G) Swivl cameras (D)
Increase professional knowledge by completion of the Reading Endorsement	October 2020 – September 2021	Teacher reflection (G) Certification (G)	
Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices	October 2020 – September 2021	TKES (S); Observation Notes (F); Achievement data (S)	Professional learning texts (Reading strategies, Reading Interventions, etc.) (G)
Purchase additional Mentor Text resources	October 2020 – September 2021	Lesson plans (F) Achievement data (S)	Mentor Text Books (G) Mentor Text Training
Increase literary exposure in all genres for all students	October 2020 – September 2021	Lesson plans (F) Achievement data (S)	Classroom libraries (G); Updated books for media center (G)
Provide PL on explicit vocabulary instruction across all content areas (Dooley, 2017, p. 3)	October 2020 – September 2021	Surveys (F) Lesson plans (F) Achievement data (S)	Consultants (G) Substitutes (G)
Provide PL on guiding rigorous classroom discussions on	October 2020 –	Surveys (F) Observation notes (F)	Consultants (G) Substitutes (G)

informational and literary texts (NCEE, 2010, p. 23)	September 2021	Achievement data (S)	
Quarterly Data Team Analysis and Intervention Planning	October 2020 – September 2021	Data team notes (F) Achievement data (S)	Substitute Costs (G)
Quarterly Literacy Half Day Planning	October 2020 – September 2021	Agendas and meeting notes (F) Achievement data (S)	Substitute Costs (G)
Year Two: October 2021 – September 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Quarterly Data Team Analysis and Intervention Planning (Dooley, 2017, p. 8)	October 2021 – September 2022	Data team notes (F) Achievement data (S)	Substitute Costs (G)
Completion of strategic FIP modules	October 2021 – September 2022	Achievement data (S)	FIP model resources (G)
Quarterly Literacy Half Day Planning (Dooley, 2017, p. 8)	October 2021 – September 2022	Agendas and meeting notes (F) Achievement data (S)	Substitute Costs (G)
Increase literary exposure in all genres for all students (Specifically Non-Fiction Books)	October 2021 – September 2022	Lesson plans (F) Achievement data (S)	Classroom libraries (G); Updated books for media center (G)
Year Three: October 2022 – September 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Quarterly Data Team Analysis and Intervention Planning (Dooley, 2017, p. 8)	October 2022 – September 2023	Data team notes (F) Achievement data (S)	Substitute Costs (G)
Completion of strategic FIP modules	October 2022 – September 2023	Achievement data (S)	FIP model resources (G)
Quarterly Literacy Half Day Planning (Dooley, 2017, p. 8)	October 2022 – September 2023	Agendas and meeting notes (F) Achievement data (S)	Substitute Costs (G)

Increase literary exposure in all genres for all students	October 2022 – September 2023	Lesson plans (F) Achievement data (S)	Classroom libraries (G); Updated books for media center (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether or not you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

The final two years Implementation Plan will be crafted similarly, but adjustments are expected based on the state's Continuous Improvement model.

Professional Learning Needs

In looking at the data, understanding informational text is a struggle for our students. First and Second grade students struggle with identifying key ideas and details, and craft and structure. Third grade students struggle with comprehending informational text, especially providing textual evidence. Fourth and Fifth grade students struggle with comparing two different points of view and comparing different texts, both in literary and informational texts. All of the students struggle with writing, grammar, and punctuation.

Using this information, we have determined the following PL needs for our staff:

- Strategies for identifying key ideas and details in both literary and informational texts
- Strategies for scaffolding writing instruction for students in grades K-5
- Strategies for teaching graphic and textual features
- Strategies for helping students with comparison and contrast
- Understanding/Increasing Lexile scores
- Guided Reading and Writing Across All Content Areas

Resources Needed

- Substitutes for professional learning and vertical planning days
- Stipends for off-contract professional learning (e.g., summers)
- Fees for consultants to provide professional learning sessions and coaching visits
- Registration fees for L4GA institutes
- Updated materials for media center
- Books to create classroom libraries for grades K-5
- Consumable materials for trainings
- Professional Book Study Materials

All trainings will be offered throughout the duration of the grant to ensure teacher and paraprofessionals are trained appropriately. This will build our professional learning communities.

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SCHOOL LITERACY PLAN

Shoal Creek Elementary

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SCHOOL HISTORY

Shoal Creek Elementary (SCE) is a Title One Distinguished school located in Conyers, Georgia and is one of eleven elementary schools within the Rockdale County School System. SCE opened its doors in 1993. Since that time, many different individuals have crossed the threshold into a unique world of learning and the school has been dedicated to the success of students. SCE fondly referred to as "The Creek" is a place where students come to study, learn, work, play and "show what they know" within a family atmosphere.

Students are encouraged to talk about themselves, share what they are doing, what they are reading and where they want to go. Our school choice program is STEAM education and educators are committed to providing students with a rigorous curriculum aligned to Georgia Standards of Excellence so they reach their full potential with enrichment and intervention support through the integration of Science, Technology, Engineering, Arts, and Math.

SCE is a unique learning institution that serves 37 homerooms, of which three are self-contained Emotional Behavior Disorder classes, in grades Pre-K- 5 with diverse backgrounds and learning abilities. There are 92 staff members working hard to support students; 63 certified and 29 are classified ancillary staff.

Currently, SCE serves approximately 735 students from various backgrounds and cultures. Our school community is comprised of 77.44% African American, 6.82% Caucasian, 12.69% Hispanic, 0.68% Asian, and 4.09% Multi-Racial. Our current population is further comprised pf 6% EL, 8% SWD, and 12% Gifted. Our economically disadvantaged population has steadily increased; 79% of our student population are economically disadvantaged based on the 2019 free and reduced rate.

ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

SCE is under the core leadership of Principal Patrice Graham, Assistant Principal Tamika Knighton, and one instructional Coach, all of whom have leadership certification. The leadership team also consists of one representative from each grade level, the media specialist, the school counselor, MTSS coordinator, and the Digital Learning Specialist. The leadership team is committed to providing students with a diverse, rigorous technology infused curriculum through collaboration with parents, staff, students, and community. SCE and the district strive to provide teachers with training and resources to foster individual student growth and academic achievement all while maintaining a safe and supportive environment. Data analysis is conducted consistently to identify strengths and weaknesses to incorporate remediation and enrichment, although additional training on doing so more effectively is needed.

The core leadership team, comprised of staff from every grade and content area, meets every week to discuss staff evaluations though observations, upcoming projects/events, and ways to promote continuous improvement in teaching and learning while creating a positive

environment. The leadership team, known as the Building Leadership Team, meets bi-weekly to work collaboratively to strategically reevaluate instruction to maximize students' learning and monitor progress towards school goals.

	SCE Staff Certification Levels								
Levels	2016- 2017			2017-2018			2018-2019		
	Certified	Supp.	Admin.	Certified	Supp.	Admin.	Certified	Supp.	Admin.
4	21	0	0	19	0	0	21	0	0
5	20	4	1	21	4	0	19	3	0
6	12	2	1	12	2	2	13	2	2
7	3	0	0	3	0	0	2	0	0

Certifications
2 Provisional Certificates
10 Teachers 5< years experience
9 Teachers 10< years experience
20 Teachers <10 years experience
20 Teachers 21> years experience

Turnovers
SCE averages about 21% turnover over the past two years. This rate was slightly less than the county average of 22.24% in 2018-2019.

COMMUNITY ASSETS

SCE realizes the impact parental involvement has on student achievement. Therefore, our strongest community asset is our parents. SCE provides multiple parent workshops facilitated by the instructional coach. These workshops focus on teaching parents how to use school resources and web-based programs, best practices to improve math and reading skills, ways to integrate math and reading in science and social studies, test-taking skills and hands-on STEAM activities. Workshops are not always well-attended, and we seek to improve participation. One of our areas of growth includes expanding our support with community partners. Our current community partners are Rockdale Sheriff Department, Rockdale 4-H, Rockdale Baptist Church, Kona Ice, Heritage Hills Baptist Church, CiCi's Pizza, Chick-Fil-A, True Colors Apparel, Executive Auto Team, and SCE PTA.

PAST INSTRUCTIONAL INITIATIVES

- Reader's Workshop Program
- My Lexia
- Professional learning - Daily 5 Café, building a strong foundation, Reader's Workshop, reviewing STAR, Reading Strategies That Work
- Achieve 3000
- Instructional tutors during the school day for reading and math in grades 1-5.

CURRENT INSTRUCTIONAL INITIATIVES

- Shark Academy targets the lower 25% of students
- Reading and Math Support (RAMS) our after-school tutorial program
- Writing Lab using the Lucy Caulkins Writing Series
- Professional Learning Communities meet every 6th day of the school schedule.
- ThinkCERCA
- Dedicated EIP teacher

- School based and district level coaches
- Teachers are provided with full day planning each quarter.
- Collaborative Planning during common planning time
- Vertical Content Teams (K-5)

NEED FOR A LITERACY FOR LEARNING, LIVING, AND LEADING PROJECT

According to the College and Career Ready Performance Index and schoolwide data (Georgia Milestones, Lexile Performance, and STAR360) for the past 3 years, SCE demonstrates a critical need for additional resources in literacy instruction. 53% of our teachers requested support in teaching students who read the words yet struggle to comprehend what they read.

CCRPI THREE YEAR TREND:
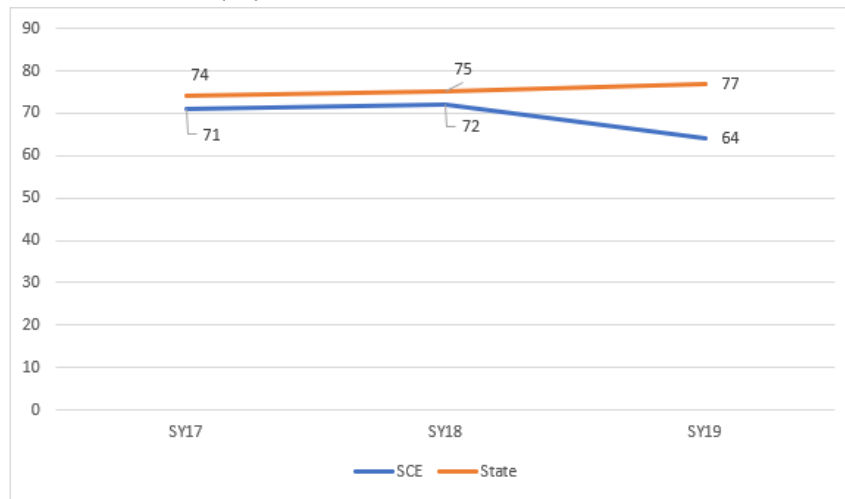
In 2019, SCE earned a CCRPI score of 67.3, scoring lower than the district or State. This score is attributed to a deficiency in students' reading competence, magnifying the need for increased emphasize on literacy through resources and PL to build teacher capacity.

SCE received a 57.3 on Content Mastery (compare to the District at 60.9 and the State at 67.6).

GA MILESTONES TWO YEAR TREND 2017-2019:

Two years of data from 2018 to 2019 on the EOG ELA Assessments shows SCE has more students at the beginning learner level when compared to the district and state. In addition, SCE has failed to meet the state average in the distinguished and proficient learner categories.

ELA

Shoal Creek ES — 30% | 35% | 27% | 8% (2019)
Rockdale County — 25% | 34% | 33% | 8% (2019)
State — 26% | 31% | 31% | 12% (2019)
Shoal Creek ES — 33% | 35% | 27% | 5% (2018)
Rockdale County — 30% | 36% | 29% | 5% (2018)
State — 28% | 33% | 31% | 9% (2018)
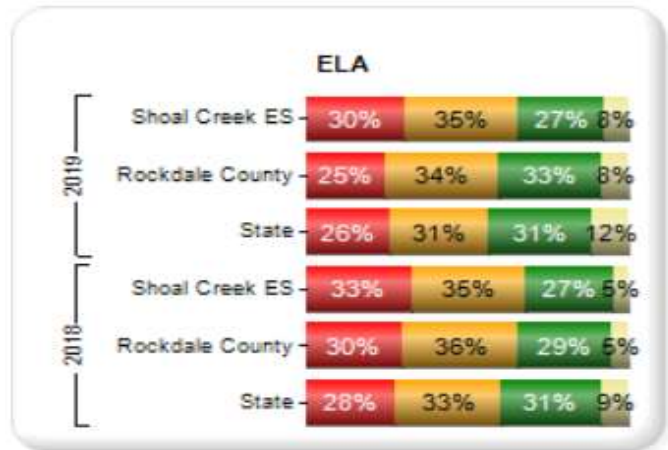
EOG ENGLISH LANGUAGE ARTS 2018-2019 by Grade Level:

| Grade (# of students)	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3 (146)	28.1%	36.3%	27.4%	8.2%
4 (132)	33.3%	39.4%	17.4%	9.8%
5 (140)	17.9%	40.0%	36.4%	5.7%
Total (418)	26.4%	38.6%	27.1%	7.9%

More than 63% of our students remain in the Beginning and Developing Learner categories.

LEXILE PERFORMANCE COMPARISON: This graph compares the percentage of our students who met the designated Lexile targets for grades 3-5 on the EOG English Language Arts Assessment with that of the state.

Lexile Performance Comparison
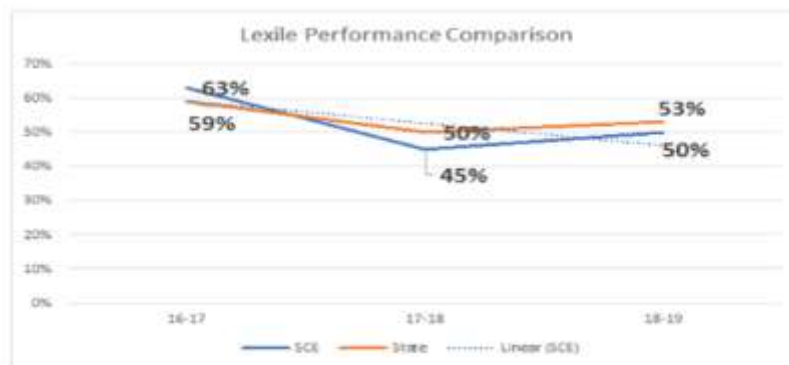
Students that require additional interventions beyond what is provided during regular teacher instruction, may be provided those interventions through our Response to Intervention tiers.

EIP 2018- 2019		EIP 2017- 2018	
Grade Level	# Students	Grade Level	# Students
Kindergarten	62	Kindergarten	54
1st	49	1st	61
2nd	58	2nd	57
3rd	65	3rd	70
4th	53	4th	56
5th	71	5th	47

On average, nearly 50% of students in every grade have an EIP; 60% of Kindergarten students.

ATTENDANCE DATA TREND:

Attendance data reveal that 59% of students had 6 or more absences in the 2018-2019 school year.

Attendance by Absence Category
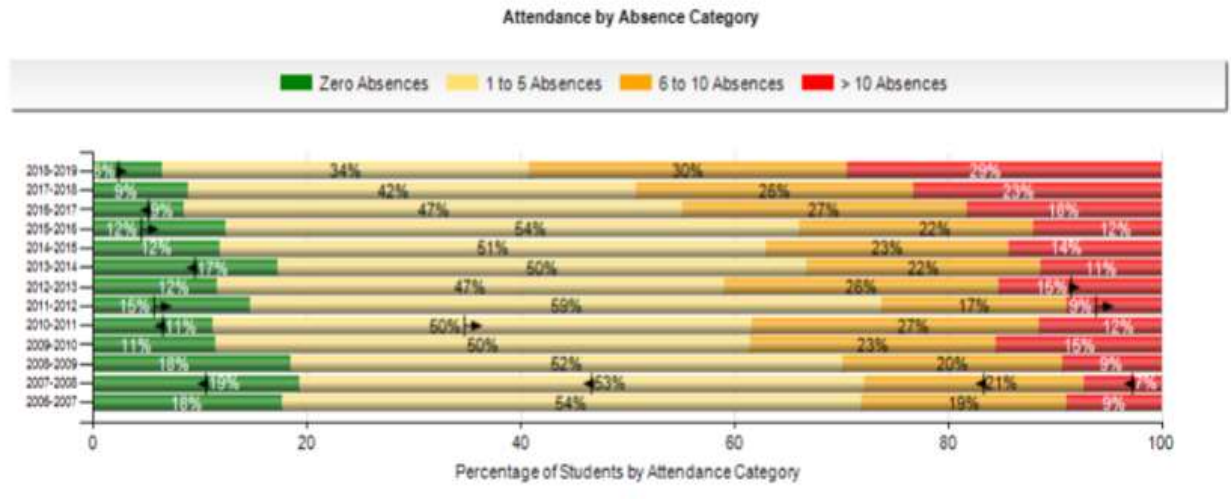
PROFESSIONAL LEARNING NEEDS

Our Literacy Team conducted a survey using the Survey of Literacy Instruction for Elementary Teachers. Based on the responses and reflection of teacher commentary, professional learning is needed in the following areas:

- 40% need adequate materials and resources for differentiated instruction,
- 53% requested support with selecting and implementing appropriate evidence-based interventions, since 20% of their students come with mastery of reading foundational skills from the previous grade,
- Determining, understanding and using Lexile scores to improve reading, and
- Engagement strategies to motivate students.

SHOAL CREEK ELEMENTARY MEDIA COLLECTION

Partial attribution for these low scores may be the number of outdated books and imbalance between reading levels and the collection's book levels. A media center collection analysis by TitleWise in January 2020 illustrates the need:

Items in collection	Average age	Items per student
22,636	**1998**	**31.1**
82.3% Recognized Call Numbers 79.8% Matched in Titlewave	92.6% Recognized Publication Years	SACS: 10 ITEMS

Collection by Dewey classification

	Dewey	Avg. Age	Items
000	Computer Science, Information & General Works	2004	109
100	Philosophy & Psychology	2001	63
200	Religion	1997	58
300	Social Sciences	1994	790
400	Language	1998	74
500	Science	1996	1,812
600	Technology	1997	757
700	Arts & Recreation	2001	694
800	Literature	1994	347
900	History & Geography	1996	932
		1996	5,636

All Dewey Classes / Age-Sensitive Areas

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2001	5,141
Reference	1994	76
Biography	1998	918
Professional	2002	2,014
Story Collection	—	—
Paperback	—	—
Easy	1997	4,839
Big Books	1976	9
	1999	12,997

Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

P	660	4
GUIDED READING/F&P	LEXILE	ACCELERATED READER

Average reading level
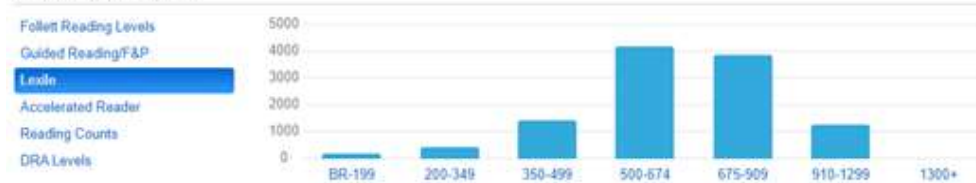
4th grade

Collection by reading level

- Follett Reading Levels
- Guided Reading/F&P
- **Lexile**
- Accelerated Reader
- Reading Counts
- DRA Levels

An updated media center collection, including larger numbers of high interest materials matching the student reading levels while removing and replacing books in age-sensitive areas, could better support reading development while increased student motivation and engagement in literacy.

SCHOOL LITERACY GOALS

Goal 1: The percent of 3rd and 5th grade students scoring within or above Lexile Levels will increase by at least 15% from the baseline as evidenced by the Georgia Milestones Assessment by the end of the grant period.

Goal 2: The number of remediate learners will decrease by a minimum of 20% by the end of the grant period, as evidenced by the Georgia Milestones Assessment.

Goal 3: Students with disabilities scoring in the beginning learner category will decrease by at least 20 percentage points from the baseline on the Georgia Milestones ELA and Writing by the end of the grant period.

Goal 4: Gifted students scoring in the developing category will decrease by 20 percentage points from the baseline on the Georgia Milestones ELA and Writing assessments by the end of the grant.

Goal 5: Students scoring in the distinguished learner category will increase by 20 percentage points from the baseline on the Georgia Milestones in ELA by the end of the grant period.

Goal 6: Increase the attendance of parent attendance at Parent Workshops by at least 10% from the baseline each year of the grant.

Goal 7: Increase the number of business partners and volunteers who volunteer by at least 10% over the baseline by the end of the grant.

Goal 8: Increase the number of parents who volunteer at the school by at least 30% over the baseline by the end of the grant period.

Goal 9: At least 80% of paraprofessionals will complete 10 or more professional learning hours each year as measured by sign-in sheets and webinar records.

Goal 10: Decrease the number of students with 6 or more absences by at least 10% from the baseline each year of the grant as evidenced by daily attendance records.

IMPLEMENTATION PLAN

The SCE Literacy Team has developed an Implementation Plan that will allow coordination of evidence-based, comprehensive literacy instruction and practices, community activities, and all required literacy assessments to monitor and improve implementation. Assessments, classroom observation and parent reports will allow the Team to identify students for extra services.

Year One: October 2020 – June 2021			
Action Step	**Timeline**	**Evaluation**	**Resources**
Reading Endorsement training for teachers in grade K-3	October 2020-May 2021	Teacher reflection (F) Coaching Notes (F) Achievement data (S)	Professional Learning Registration (G) Substitutes (G)
Saturday Literacy Camp	March 2020	Teacher reflection (F) Achievement data (S)	Stipend (G)
Reading Workshop Training	October 2020 - May 2021 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Reading Consultant (G) Swivel cameras (D)
Incorporating interactive notebooks to enhance reading and writing instruction	October 2020 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G) Swivel cameras (D) Instructional Coaches (D)
Substitutes for full-day collaborative planning	October 2020-May 2023 2 days per semester	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Saturday Parent Workshops	October 2020-May 2023	Parent reflection (F) Parent Survey (F)	Child Care (G) Stipend (G)
Provide professional development on	October 2020-May 2022	Teacher reflection (F)	Consultant (G) Substitutes (G)

Questioning Strategies to develop and challenge higher level thinking		Coaching notes (F) Achievement data (S)	
Literacy Night	October 2020- May 2023	Parent reflection (F) Parent Survey (F) Teacher reflection (F)	
IXL purchase for grades K-2	October 2020- May 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
National Literacy Day	October 2020- May 2023	Coaching Notes (F)	
Year Two: July 2021 – June 2022			
Action Step	**Timeline**	**Evaluation**	**Resources**
Saturday Literacy Camp	March 2021	Teacher reflection (F) Achievement data (F)	Stipend (G)
Reading Workshop Training *refresher for return teachers and all new teachers	July 2021 -	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Reading Consultant (G) Swivel cameras (D)
Incorporating interactive notebooks to enhance reading and writing instruction	July 2021 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G) Instructional Coaches (D)
Reading Endorsement for teachers in grade K-3	July 2021- May 2022 *repeated every year to accommodate new teachers only	Teacher reflection (F) Coaching Notes (F) Achievement data (S)	Professional Learning Registration (G) Substitutes (G)

Literacy Conferences to learn new strategies for teachers	July 2021 May 2022 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Conference (G)
National Literacy Day	November 2021	Coaching notes (F)	
Extended collaborative planning	July 2021- May 2022 4x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Saturday Parent Workshops	July 2021- May 2023	Parent reflection (F) Parent Survey (F)	Child Care (G) Stipend (G)
Literacy Night	July 2021- May 2022	Parent reflection (F) Parent Survey (F) Teacher reflection (F)	
IXL for grades K-2	July 2021- May 2022	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)

Year Three: July 2022 – June 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**
Professional learning on using Lexile's	July 2022	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Consultant (G) Swivel cameras (D) Substitutes (G)
Professional learning in the Co-teaching model	July 2022 - May 2023 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Reading Consultant (G) Swivel cameras (D)
Incorporating interactive notebooks to enhance	July 2023	Teacher reflection (F)	Substitutes (G) Instructional Coaches (D)

reading and writing instruction	*repeated every year to accommodate new teachers	Coaching notes (F) Achievement data (S)	
Reading Endorsement for new teachers ***refresher for returning teachers that need it**	July 2022-May 2023 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching Notes (F) Achievement data (S)	Professional Learning Registration (G) Substitutes (G)
Literacy Conferences to learn new strategies for teachers	July 2022 May 2023 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Conference (G)
Saturday Literacy Camp	March 2022	Teacher reflection (F) Achievement (S)	Stipend (G)
National Literacy Day	November 2022	Coaching notes (F)	
Extended collaborative planning **PLC Full Day Planning**	July 2022-May 2023 4x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Saturday Parent Workshops	July 2022-May 2023	Parent reflection (F) Parent Survey (F)	Transportation (G) Child Care (G) Stipend (G)
Literacy Night	July 2022-May 2023	Parent reflection (F) Parent Survey (F) Teacher reflection (F)	
IXL for grades K-2	July 2022-May 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Year Two: July 2022 – June 2023			
Action Step	**Timeline**	**Evaluation**	**Resources**

Saturday Literacy Camp	March 2022	Teacher reflection (F) Achievement data (F)	Stipend (G)
Reading Workshop Training ***refresher for return teachers and all new teachers**	July 2022 -	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Reading Consultant (G) Swivel cameras (D)
Incorporating interactive notebooks to enhance reading and writing instruction	July 2022 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G) Instructional Coaches (D)
Reading Endorsement for teachers in grade K-3	July 2022- May 2023 *repeated every year to accommodate new teachers only	Teacher reflection (F) Coaching Notes (F) Achievement data (S)	Professional Learning Registration (G) Substitutes (G)
Literacy Conferences to learn new strategies for teachers	July 2022 May 2023 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Conference (G)
National Literacy Day	November 2022	Coaching notes (F)	
Extended collaborative planning	July 2022- May 2023 4x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Saturday Parent Workshops	July 2022- May 2023	Parent reflection (F) Parent Survey (F)	Child Care (G) Stipend (G)
Literacy Night	July 2022- May 2023	Parent reflection (F) Parent Survey (F) Teacher reflection (F)	
IXL for grades K-2	July 2022- May 2023	Teacher reflection (F)	Substitutes (G)

		Coaching notes (F) Achievement data (S)	
Year Three: July 2023 – June 2024			
Action Step	**Timeline**	**Evaluation**	**Resources**
Professional learning on using Lexile's	July 2023	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Consultant (G) Swivel cameras (D) Substitutes (G)
Incorporating interactive notebooks to enhance reading and writing instruction	July 2023 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G) Instructional Coaches (D)
Reading Endorsement for new teachers *refresher for returning teachers that need it	July 2023- May 2024 *repeated every year to accommodate new teachers	Teacher reflection (F) Coaching Notes (F) Achievement data (S)	Professional Learning Registration (G) Substitutes (G)
Literacy Conferences to learn new strategies for teachers	July 2023 May 2024 2x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Literacy Conference (G)
Saturday Literacy Camp	March 2023	Teacher reflection (F) Achievement (S)	Stipend (G)
National Literacy Day	November 2023	Coaching notes (F)	
Extended collaborative planning PLC Full Day Planning	July 2023- May 2024 4x a year	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)
Saturday Parent Workshops	July 2023- May 2024	Parent reflection (F) Parent Survey (F)	Transportation (G) Child Care (G) Stipend (G)
Literacy Night	July 2023- May 2024	Parent reflection (F) Parent Survey (F)	

		Teacher reflection (F)	
IXL for grades K-2	July 2023- May 2024	Teacher reflection (F) Coaching notes (F) Achievement data (S)	Substitutes (G)

Key:

(F) = Formative assessment(s) conducted throughout the year

(S) = Final assessment of whether you met a target (annually)

(G) = Grant-funded resource

(D) = District-funded resource

STAFF AND PROFESSIONAL LEARNING NEEDS

- Book study for Literacy PL for all educators
- Content area literacy training
- Writer's Workshop training
- Reading Workshop training
- Interactive notebook training
- Diagnostic reading training
- Continuous training for new teachers
- Repeat training for teachers new to the school
- Professional learning on higher order thinking questioning strategies
- Professional learning for enhancing instruction through differentiation
- Professional learning for building fluency and comprehension
- Increasing literacy instruction through increased student motivation and engagement

RESOURCES NEEDED

- Materials for After-School Tutorial programs
- Digital teaching resources
- Summer reading packets for the lowest 25%
- Salaries for 4 instructional tutors
- Substitutes for professional learning/training
- Extended After School tutorial funds (stipends and transportation)