School Profile

Created Thursday, October 23, 2014

Page 1

School Information

System Name:	Rockdale County
School or Center Name:	Peek's Chapel Elementary
System ID	0722
School ID	0102

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	John A. Martin
Position:	Principal
Phone:	770-761-1842
Email:	jmartin4@rockdale.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Kelly Griffin
Position:	Instructional Coach
Phone:	770-761-1842
Email:	kgriffin@rockdale.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

44

FTE Enrollment

647

Grant Assurances

Created Tuesday, November 04, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Thursday, October 23, 2014
Updated Tuesday, November 04, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

1. **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.
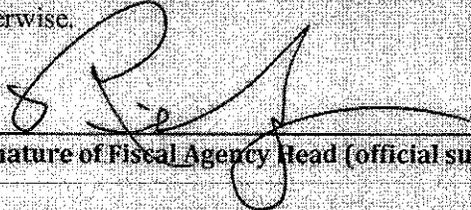
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

 Richard Autry, Superintendent
Typed Name of Fiscal Agency Head and Position Title

    11/07/2014
Date

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

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

11/19/14
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: ___Richard Autry___

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: _rautry@rockdale.k12.ga.us_
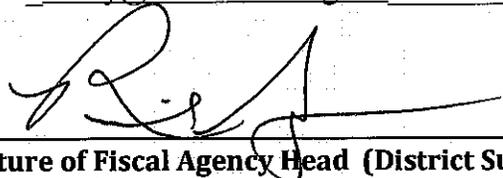
_____
Signature of Fiscal Agency Head **(District Superintendent or Executive Director)**

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

10/29/2014_____
Date (required)

Brief History of the System

Rockdale County is located approximately 25 miles east of Atlanta on Interstate 20 and within the Metropolitan Atlanta Region. Despite being the second smallest county in Georgia geographically, Rockdale County ranks 10th in population density and 28th in overall population, with a total population of approximately 85,765 (2010 US Census.) The median household income in Rockdale was $55,779 in 2010, up 4.07% since 2000, though income growth rate is more than 50% lower than the state average rate of 9.42%. This is substantially lower than the national average rate of 19.17%. Categorized as being on the "urban fringe of a large city," Rockdale is uniquely comprised of 34% suburban, 35% rural and 16% urban class/land structures and is equally represented by both White and African American residents, including significant identification with Hispanic, Asian and East Indian cultures. This is not, however, reflective of our student population. As a result of the county's slow economic growth, we have experienced a large number of home foreclosures and a rapid and steep decline in the tax digest.

Rockdale County Public Schools (RCPS) has 16,300 children enrolled in 22 schools and programs for the 2014-15 school year - 11 elementary schools, 4 middle schools, 3 high schools and a variety of specialty schools and programs. RCPS is fully immersed in high rigor and strong academic standards and expectations as evidenced by its remarkable accomplishments in student achievement and closing gaps among subgroups.

System Demographics

RCPS has experienced increasing numbers of students who are traditionally underrepresented in higher education. District-wide, the student population is 65% African American, 18% White, and 12% Hispanic. All of our eighteen "traditional" schools are Title I eligible. The free and reduced meal rate in RCPS is currently 71% with some schools as high as 91%, up from 63% in 2009. 99.8% of RCPS certified staff are "Highly Qualified."

Current Priorities and Strategic Planning

RCPS's renewed strategic plan identifies six overarching strategies which will drive district and school initiatives over the next five years.

1. Create a rigorous system of teaching and learning that empowers students to define and achieve their educational success.

2. Create safe and supportive learning environments that inspire and activate the love of learning.

3. Create a culture that nurtures individual uniqueness and embraces the diversity of our school community.

4. Provide optimum resources to support a world-class educational system.

5. Continually maximize the district's capacity through the individual growth of each person.

6. Engage students, parents, community members and other stakeholders to build an alliance for student success.

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 Management Structure

Mrs. Shirley Chesser, Chief Academic Officer, will oversee all management of the Striving Readers grant. Ms. Erika Tucker, RCPS English and Language Arts Coordinator, will serve as project manager. A Striving Readers Support Specialist will be identified once the project begins and all will provide technical support to participating schools. All schools in Cohort 4 will implement their own Striving Readers grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

Past Instructional Initiatives

RCPS has prioritized its efforts to fully embrace the Georgia Performance Standards and the supporting tenets of Standards-based Education; thus, we have implemented a content coaching model and now employ district-based coaches. The Cycle for Results is the focal point.
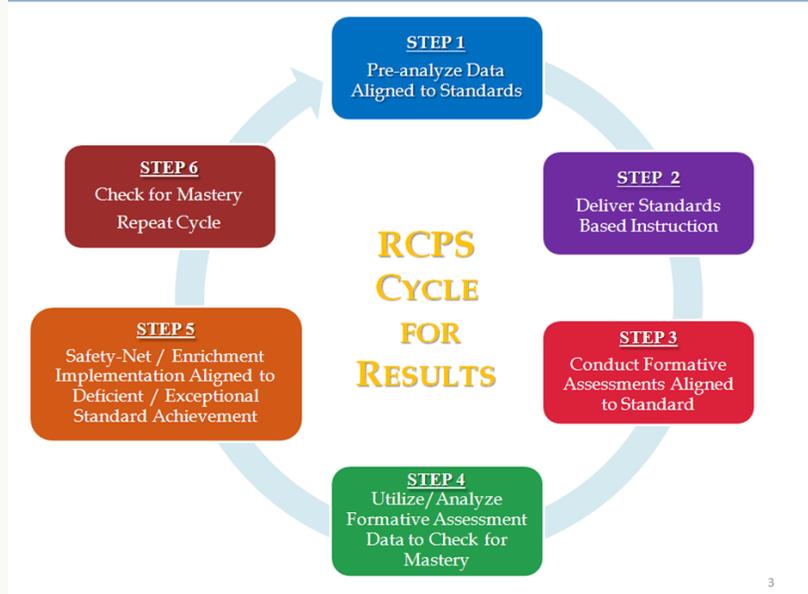
RCPS has developed a framework for K-12 specialty and Choice options. For the first time ever, RCPS implemented four new Choice options for the 2013-14 school year. Thus far, three elementary, two middle schools, and two high schools offer Choice specialty programs, with plans to roll out additional Choice options over the next 3-5 years. In addition, Rockdale Virtual Campus expanded its offerings to enable a high school student to fulfill all graduation requirements through online courses, and welcomed its first full-time students last year.

Literacy Curriculum

Our curriculum is based on Common Core GPS. High schools and middle schools currently use the Pearson Common Core Literature series. Elementary schools are using Story Town.

Literacy Assessments used District Wide

- STAR Early Literacy assessment from Renaissance Learning is the reading assessment for K-2. Grades 3-10 take the Scholastic Reading Inventory. Both assessments are given three times a year.
- In addition, we administer the Write Score mock writing assessment to grades 3, 5, and 8 and 10th, which this year included 2-3 reading passages along with the prompt. The old version with just a prompt and no passages was given twice in the fall to grades 3, 5, 8, and 10.
- The District ELA Benchmarks are given three times a year for grades 1-8, 9th & 10th.
- In addition, we receive data from other assessments such as SLO's, ITBS, CogAT, CRCT, and beginning in December for high school, the new Georgia Milestones assessment.

Need for a Striving Reader Project

Student performance on state tests, such as the CRCT, reveals the need for a more structured enrichment process for the entire student population. On the 2014 CRCT, only 28% of our 6th graders and 41% of our 8th graders scored in the exceeds category on the ELA portion. The performance on the reading portion of the CRCT also highlights an area of improvement. In 5th grade, 40% of the students scored in the exceeds category, but the percentages varied widely, from 26% to 57% across the district. In 7th grade, only 39% of the students scored in the exceeds category, with a county low of 33% at EMS. While we have made great strides in increasing the percentage of students who meet the standards on the CRCT, there are still gains to be made. While our county average on the Georgia 5th grade Writing Assessment was higher than the state average of 80%, eight of our elementary schools scored below the Metro RESA. On the 8th grade writing assessment, we showed a decline district-wide from the previous year's performance. This downward trend is evident in our students' performance on the Georgia High School Writing Test. In examining the two year trend, we showed a decline in all subgroups. Additionally, the increased rigor of Georgia Milestones will only widen this gap.

RCPS Striving Readers 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 *RCPS Striving Reader* program will 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 blends professional development, comprehensive literacy assessments, a multi-layered RTI process, and cross-curricular literacy programming for students in seven Rockdale schools and infused into early learning programs.

District Management Plan and Key Personnel

The decision to apply for Georgia's Striving Reader Comprehensive Literacy Grant was made only after discussion with all elementary school leaders, school staff and district level support personnel. Responsibilities included with the grant application and implementation were fully vetted. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and fidelity. Grant funding will provide a vehicle to support many of the goals within our district's strategic plan. The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level through the Office of Curriculum and Instruction. The chart below indicates those individuals involved in the district level process.

Responsibility	Personnel	Supervisor
Purchasing	Project Manager; DeDe Cottingham, Purchasing Manager; and Lisa McMillan, Finance Reporting Manager	Keith Hull, Director of Business Services
Finances	Keith Hull, Director of Business Services	Lee Davis, Chief Financial Officer
Professional Learning	Tammy Smith, Director of Professional Learning	Shirley, Chesser, Chief Academic Officer
Technology	Grover Dailey, Director of Technology	Gene Baker, Chief of Staff
Assessment	Erika Tucker, ELA Coordinator and Laura Grimwade, Director of Research, Assessment and Accountability	Shirley Chesser, Chief Academic Officer
Site Level Oversight	Principals, Literacy Teams	Superintendent and Cabinet
District Level Oversight	TBD, Project Manager and Erika Tucker, ELA Coordinator	Andrea Pritchett, Director of Curriculum and Instruction

The RCPS Striving Readers Program Manager 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. RCPS will post the job description for the Project Manager no later than 2 weeks after the start of grant period.

At the building level, each school principal will be responsible for overseeing the grant at his/her school. The Program Manager and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the *RCPS Striving Readers* Program Manager. Our 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. *Striving Reader* goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

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". The STARS Project has seen improvement in the areas of bullying, mental health services, early childhood education and alcohol/tobacco/ substance abuse prevention. 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. The RCPS Early Learning Center and its supportive programs allow many of the county's neediest children to be prepared for success when they begin Kindergarten. 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 multi-million 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.

Description of Need for the Striving Reader Comprehensive Literacy Grant

In August the administration met with the district literacy team to analyze data and determined a need for the SRCL Grant at Salem. A Literacy Leadership Team was established and a needs assessment survey was sent to the entire staff. Based on the results of that survey and the analyzed data, the Literacy Leadership Team developed the School Literacy Plan. The Literacy Leadership Team continues to meet monthly to discuss literacy needs and steps to be taken to correct identified concerns. The Literacy Leadership Team consists of the administration, and members of all departments, including CTAE, special education, and the media center specialist. The team members are listed below:

Name	Position
John Martin	Principal
Dr. Angela Asprino	Assistant Principal
Tiffany Stovall	Counselor
Kelly Griffin	Instructional Coach
Shante Mann	Digital Learning Specialist
Jermiah Jones	Media Specialist
Femi Hill	Early Intervention Program Representative
Bland Hill	English Language Arts Vertical Chairperson
Charlotte Booker	Math Department Chair
Solomon Smikle	Science Vertical Chairperson
Alonzo Holden	Specials Department Chair
Eddie Johnson	Social Studies Department Chair
Leah Russ	Registrar
Dr. Angela Asprino	Testing Coordinator
Rachel Long	Prevention and Intervention Specialist
Valderine McKinney	Parent Liaison

Peek's Chapel Elementary opened during the 2001-2002 school year. Peek's Chapel is comprised of a variety of classrooms, including Pre-K through 5th grade. Peek's Chapel utilizes an attached gymnasium, a visual arts room, a fine arts room two technology labs, a science lab and space within for 36 Twenty-First Century classrooms.

Located in a fast-growing suburb approximately 20 miles east of Atlanta, enrollment has grown steadily since its inception, reaching a high enrollment of 630 students in 2009-2010. 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 course of the school year) was 77% in 2005-2006 and 75% in 2006-2007. Of our 120-plus fifth grade students in 2012-2013, only 20 or approximately 17%, had been students at Peek's Chapel for the entire kindergarten through fifth-grade experience. Peek's Chapel currently serves 600 who represent a microcosm of our suburban community. Peek's Chapel Elementary is fortunate to have such a diverse student population and this diversity also produces a profound difference in our overall student ability levels. Approximately one-third of our students are qualified for our Early Intervention Program (EIP) and 8% of our student body has been identified as Students With Disabilities (SWD).

Rockdale County Public Schools
Peek's Chapel Elementary School
School Narrative

Our school student population is comprised of 80% of students living at or below poverty level. This is significant because during the 2009-2010 school term, only 69% of our students were living at or below the poverty index. Coupled with a high transiency rate, our school continues to defy the norm. Research indicates that high poverty and high transiency rates tend to result in a poor performance school. Despite this data, our school continues to demonstrate academic excellence and achievement. We attribute our success to the commitment of our staff who believes that every child can learn as well as to the multitude of safety nets that we have in place for our children. We currently have 41 highly qualified staff members, with a large percentage of those having earned a Master's Degree or above and 27 classified staff members.

Peek's Chapel Elementary School is located in an area of Rockdale County that is on the border of neighboring Newton County, and in an area surrounded by a diverse community presence. There are several well established neighborhoods, there are several lesser established and there is a variety of multi-occupancy dwellings, including duplexes and apartments. Many of our priorities are under second, and in some cases third owner occupancy and there are a plethora of rental properties outside of the multi-occupancy sites. Despite these facts, our highly qualified teachers work diligently to ensure that each and every child has what they need to learn. We see gains every day that our students are with us and the student growth made is impressive. Coupled with a strong desire to instill educational values in our students', Peek's Chapel family atmosphere is amenable to our stakeholders, staff and students'. We are able to and do establish relationships with families and provide other support services when needed.

III. Needs Assessment

    A.   Needs Assessment Description

    The Georgia Literacy Needs Assessment Survey for SRCL Cohort 4 was administered to certified staff. Results were compiled and analyzed. In September 2014, the Peek's Chapel Literacy Leadership Team was formed in response to the need for enhanced literacy instruction. The Literacy Leadership Team reviewed student data to determine areas of concern.

    B.   Assessment Used
        a.   The Georgia Literacy Needs Assessment Survey
        b.   Benchmark Data and Local Assessment Data for Schools
        c.   The School Improvement Survey provided and based on School Keys
        d.   Strategic School Improvement Plan

    C.   Root Cause/Underlying Causes

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

        a.   Building Block 1: Leadership
            i.   The Literacy Team is not well established.
           ii.   In the past, teachers have not been hired based on their literacy backgrounds.
          iii.   There has not been a consistent strategy to improve literacy instruction.

    Root Causes: Over the past three years there has been a significant turnover in administration and staff, which has had an impact on solidifying a Literacy Team. However, now PCE has a consistent administrative team and staff who are focused on improving literacy instruction for all students.

        b.   Building Block 2: Continuity of Instruction
            i.   A literacy checklist has not been utilized.
           ii.   Professional learning in literacy instruction has not been consistent.
          iii.   There has not been adequate training on how to incorporate literacy strategies in other subject areas.
          iv.   A significant number of students are below grade level in literacy.

    Root Causes: There has been a lack of focus on literacy instruction due to an effort to increase math scores. 29% of PCE's teachers feel that fewer than 20% of their students arrive to them reading on grade level, which impacts instruction and the ultimate progress to grade level standards.

        c.   Building Block 3: Ongoing Formative and Summative Assessment
            i.   There is a lack of research interventions that engage students based on the data results.

> ii. There is a lack of resources to meet the learning modalities of students.
>
> iii. Teachers have a lack of training on creating valid assessments.

Root Causes: The staff feel that the assessment tools they can utilize are not effective in giving helpful interventions for students who are in need of literacy remediation/enrichment. There needs to be training on how to create reliable and valid assessments and how to use the data once attained. 79% of teachers feel that they do not have adequate materials and resources for teaching writing laid out by the CCGPS. Only 42% of teacher respondents felt like they had little or some confidence in their ability to use data to drive instruction.

d. Building Block 4: Best Practices in Literacy Instruction

> i. A revised vertically and horizontally articulated writing plan consistent with CCGPS has not been developed.
>
> ii. There has not been consistent professional learning on best practices in writing instruction in all subject areas.
>
> iii. Students are not on grade level in regards to literacy.

Root Causes: In order to ensure that students receive effective writing instruction across the curriculum, teachers have to be trained on research based strategies. 71% of teachers feel that they do not have adequate materials and resources for teaching grade-level foundational skills that are explicit, systematic, and aligned to the CCGPS. 25% of teachers feel that they do not have adequate resources to address student needs in phonemic awareness. 59% of teachers responded that they do not have adequate materials and lesson plans aligned to the CCGPS to prepare students to read grade-level literature and informational texts.

e. Building Block 5: System of Tiered Intervention (RTI) for ALL Students

> i. The RTI team does not have consistent members.
>
> ii. There needs to be a more effective progress monitoring tool which incorporates technology and research based interventions.
>
> iii. Teachers need continued training on how to utilize data to ensure fidelity in the RTI process.

Root Causes: Due to the significant number of children in RTI, Peek's Chapel Elementary has to meet several times during each week which calls for rotating members on the team. In addition, only 42% of teacher respondents felt like they had little or some confidence in their ability to use data to drive instruction. In terms of materials for literacy instruction, 22% of teachers responded that they need materials to teach writing, and 56% of teachers responded that they need differentiation resources for above and below grade level groups.

f. Building Block 6: Professional Learning

> i. All personnel have not had opportunities to attend professional learning on literacy strategies.

Rockdale County Public Schools
Peek's Chapel Elementary School
Needs Assessment

ii. Teachers have not had ongoing professional learning with literacy specialists.

Root Causes: In the past mathematics has been the focus at PCE. There is currently a strong emphasis on maximizing literacy instruction. Teachers are in need of professional learning on how to integrate literacy in all subject areas and differentiation of instruction. 44% of teachers do not feel that they have enough training to match readers with texts based on Lexile levels which impacts the varying literacy levels of students.
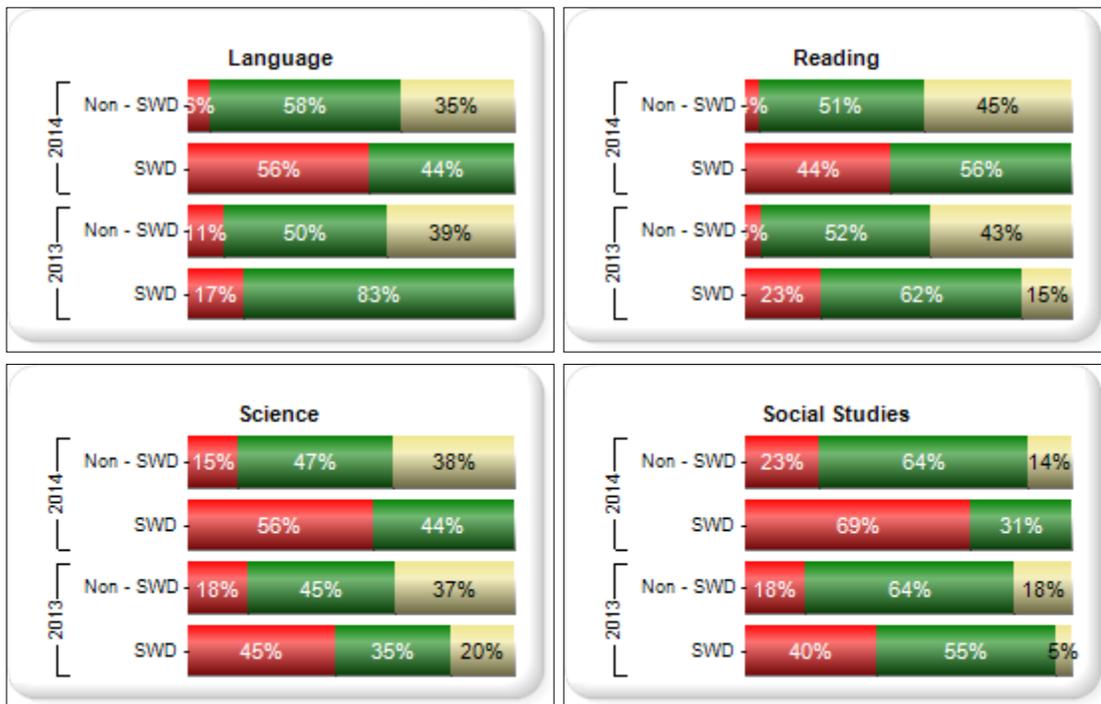
D. School Staff Involved in Needs Assessment

The Needs Assessment included all certified and classified staff at Peek's Chapel Elementary as well as parents and students.

E. Disaggregated Data:
Peek's Chapel Elementary's overall reading scores in 2014 were strong, with over 93% of students meeting or exceeding standards for reading; however, discrepancies exist between sub-groups.

Spring CRCT Results (SWD)

Language

2014 Non - SWD	5%	58%	35%
2014 SWD	56%	44%	
2013 Non - SWD	11%	50%	39%
2013 SWD	17%	83%	

Reading

2014 Non - SWD	%	51%	45%
2014 SWD	44%	56%	
2013 Non - SWD	%	52%	43%
2013 SWD	23%	62%	15%

Science

2014 Non - SWD	15%	47%	38%
2014 SWD	56%	44%	
2013 Non - SWD	18%	45%	37%
2013 SWD	45%	35%	20%

Social Studies

2014 Non - SWD	23%	64%	14%
2014 SWD	69%	31%	
2013 Non - SWD	18%	64%	18%
2013 SWD	40%	55%	5%

Spring CRCT Results (ED)
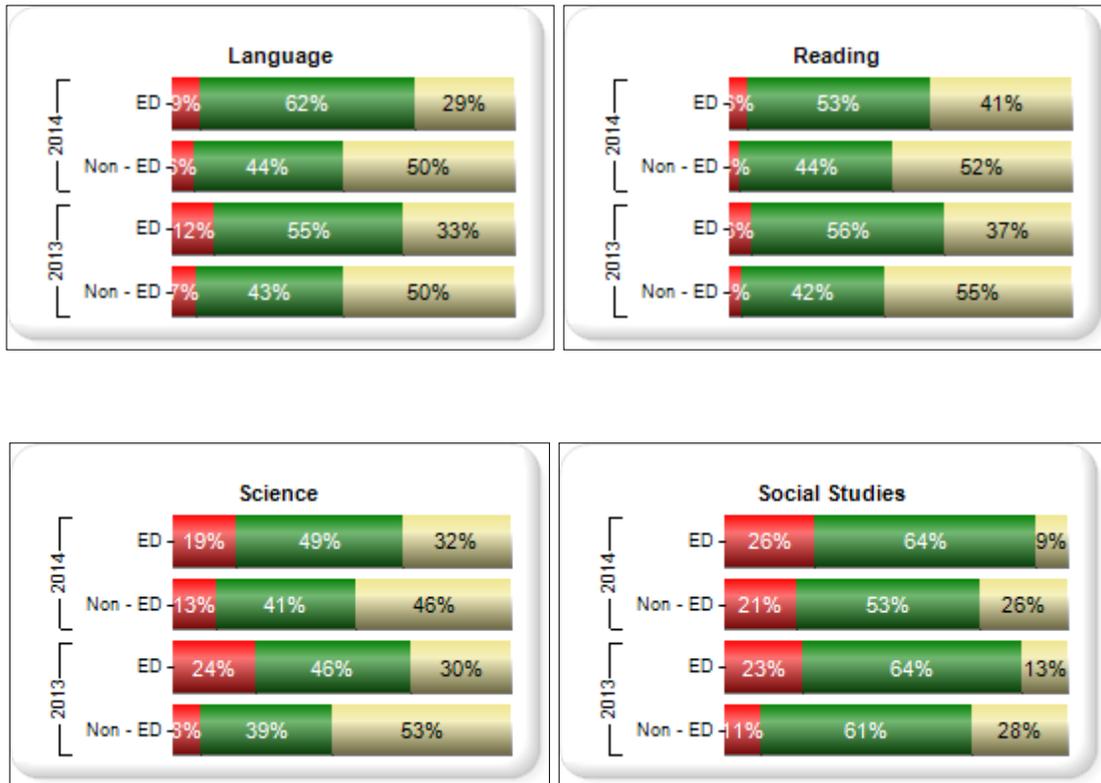
F. Areas of Concern Related to Research-Based Practices

   a. Building Block 1: Need for Literacy Leadership Team at Peek's Chapel Elementary.

   Currently:
   - Develop a Literacy Team with appropriate representation
   - Employ teachers with a literacy background
   - Emphasize focused literacy strategies throughout the building

   Moving Forward:

   - A literacy team is organized throughout the building on a vertical basis
   - The literacy team meets at least monthly to improve literacy instruction
   - Administration focuses on hiring teachers with strong literacy backgrounds

   b. Building Block 2 & 4: Need for Systematic Core Literacy Program

   Currently:
   - Create a literacy checklist
   - Vertical teams do exist; however, a revised vertically and horizontally articulated writing plan consistent with CCGPS has not been developed
   - Ensure coaching and modeling of best practices is occurring

Moving Forward:
- Choose and implement a core literacy program for grades K-5 that provides continuity and a carefully articulated scope and sequence of skills that integrates a rich curriculum of literacy and informational texts ("The What," p.7)

c. Building Blocks 2, 4 & 6: Need for Professional Learning

Currently:
- Training on literacy instruction and how to integrate literacy across the curriculum
- Professional learning on best practices in writing instruction in all subject areas
- Professional learning on literacy strategies
- Utilize data effectively to differentiate instruction

Moving Forward:

- Professional learning will be delivered to support a core literacy program
- Professional learning will be implemented in the following areas:
  - Using data to inform instructional decisions and explicit teaching
  - Modeling literacy skills and strategies
  - Foundational skills (the five components of literacy instruction)
  - Differentiating Instruction
  - Explicit writing instruction
  - Cross-curricular instruction

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school.	
"The Why?" Leadership by administrators is the "key component" in all that we are seeking to do improve education in Georgia. According to our needs assessment, our literacy team agreed that we have strong and fully operational commitment to literacy learning from our administration. ("The Why," 8.B)	
Currently in Progress	**Future Plans**
The administrator will: Participate in state-sponsored Webinars and face-to-face sessions to learn about standards based instruction. ("The What," p. 5) Study research-based guidelines, strategies and resources for literacy instruction set forth in "The Why" document of the most current iteration of the Georgia Literacy Plan. ("The What," p. 5) Schedule protected time for literacy and teacher collaboration. ("The What," p. 5)	**The administrator will:** Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. ("The What," p. 5) Make hiring decisions collaboratively based upon literary goals ("The How," p. 20) Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices ("The How," p. 20) Be strategic about assigning teachers non-academic duties. ("The How," p. 20) Participate in professional learning in literacy leadership in order to support classroom instruction. ("The What," p. 5)

Building Block 1. Engaged Leadership

B. Action: Organize a Literacy Leadership Team.	
"The Why?" In correlation with Georgia's Literacy Play: The Why, the goal of our school-developed literacy plan is that students at Peek's Chapel Elementary will become self-sustaining lifelong learners and contributors to their communities and to the global society. We agree that literacy leadership should be prevalent at every level, from state to state and district leaders to building administrators to teacher leaders to student leaders. (GLP, The Why, 8.A)	
Currently in Progress	**Future Plans**
The literacy team led by the administrator will: Identify stakeholders and partners to be part of the literacy leadership team: ("The What," p. 5) • Faculty	**The literacy team led by the administrator will:** Create a shared literacy vision for the school and community aligned with the state literacy plan. ("The What," p. 5; "The How," p. 21)

- Representatives from within the feeder pattern for our school - Community Leaders - Parents Determine what additional data is needed in order to make informed decisions about the path forward. ("The How," p. 21) Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan. ("The How," p. 21) Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement ("The What," p. 5)	Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement. ("The How," p. 21) Include a member from the gifted and talented center and/or a staff member who is gifted endorsed to the literacy leadership team. Select or develop walk-through observation forms, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices. ("The How," p. 22) Ensure that effective data analysis procedures and practices are understood and practiced. ("The How," p. 23)

Building Block 1. Engaged Leadership

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning.
"The Why?" There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. Consideration of the unique skills, needs, and interests of the individual students, students with exceptional needs, and other subgroups should be given. ("The Why," 2. B) The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read,* ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instruction Time?" by D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." ("The Why," 2.J, pg. 58) The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. ("The Why," 2.E.2)

Currently in Progress	**Future Plans**
Provide a protected, dedicated 90-120 minute block is for literacy in grades for all students in self-contained classrooms ("The What," p. 6; "The How," p. 22)	Study flexible scheduling options to include additional time for reading intervention (double block) (The How, p. 23)

Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy instruction across language arts and content area classes ("The What," p. 6) Consider the utilization of the entire staff when developing a schedule for literacy instruction ("The How," p.23) Schedule time for collaborative planning teams within and across the curriculum ("The How," p.23)	Consulting with support services such as scheduling experts and county-level coordinators to ensure that existing time and personnel are used more effectively ("The What," p. 6) Utilize gifted and talented personnel creatively, in addition to support staff, in order to provide differentiated literacy instruction Provide time for collaboration and vertical alignment in order to ensure the progression of literacy skills across grade levels ("The What," p. 6) Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignment ("The How," p.23) Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas ("The How," p. 22) Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule ("The How," p.23)

Building Block 1. Engaged Leadership

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards	
"The Why?" Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing/creating. (GLP, The Why, 2.B) At Peek's Chapel Elementary, we recognize a need for ongoing professional learning in reading comprehension strategies.	
Currently in Progress Evaluate the school culture and current practices by surveying strengths and needs for improvement ("The How," p. 24) Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement ("The How," p.24)	**Future Plans** Identify and prioritize a list of students to be targeted for enrichment Utilize all staff to support literacy instruction ("The How," p. 25) Engage staff in endorsements (i.e. reading, gifted) that support literacy instruction

Participate in state sponsored webinars and face-to-face sessions to learn about transition to Common Core Georgia Performance Standards ("The What," p. 6)	Establish a mentoring system for every student who needs additional support (remediation/enrichment) from both the school and stakeholders ("The How," p. 25)
Plan for targeted , sustained professional learning for the staff on literacy strategies and deep content knowledge ("The What," p. 6)	Incorporate technologies to more creatively and effectively support stakeholder engagement
Identify and prioritize a list of students to be targeted for intervention or support ("The How," p.24)	Design and implement infrastructure to provide guidance and support for students and families ("The How," p.24)
Engage in professional learning with a focus on facilitation of group process and teaming ("The How," p.25)	Create, provide, plan and utilize an observation form that ensures consistency of literacy instruction across all content areas ("The What," p. 6)
	Study current research on disciplinary literacy in the content areas ("The How," p.24)
	Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices ("The How," p.24)
	Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas ("The How," p.24)
	Be strategic about assigning teachers, i.e., assign staff that is not instructing or tutoring non-academic duties ("The How," p.25)

Building Block 1. Engaged Leadership

E. Action: Optimize literacy instruction across all content areas "The Why?" The integration of literacy skills into the content area has been made more explicit in the CCGPS, which delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of those literacy skills will provide our students with the ability to transfer these skills into college or the workplace. ("The Why," 2.E.2, pg. 48-49) Writing demands are increasing not only in schools, but also in the workplace, so it is crucial that we take steps to implement a strong writing program. ("The Why," 2.C.,D, pg. 43-46)	
Currently in Progress Identify research based strategies and appropriate resources to support student learning as well as for differentiated instruction through tiered tasks ("The How," p. 26)	**Future Plans** Consider the use of videotaping to develop the infrastructure for peer-to peer coaching, modeling, co-teaching, observing and providing feedback to fellow

Create a plan to integrate literacy in all subjects as articulated with CCGPS ("The What," p .6) Provide professional learning on: • Incorporating the use of literature in content areas • Use of informational text in English language arts class • Writing instruction (narrative, opinion, and informational) in all subject areas • Supporting opinions with reasons and information • Determining author bias or point of view • Text complexity that is adjusted to the needs of individual students • Guiding students to conduct short research projects that use several sources • Teaching students so identify and navigate the text structures most common to a particular content area ("The How," p.27)	teachers on the development of disciplinary literacy in all content areas ("The How," p. 26) Provide professional learning on: • Rigor • Lexile training • Depth of knowledge/questioning • Short Responses/Extended Responses • 12 powerful words • Differentiated Instruction • Word Walls/Print Rich Environment • Strategic reading of informational text • Integration/Cross curricular connections ("The What," p. 6) Ensure that teachers provide meaningful opportunities for students to write, speak, and listen ("The How," p.27) Create a school wide writing plan that is aligned with the Common Core Georgia Performance Standards and state testing ("The What," p. 6) Host family nights that engage parents in activities that demonstrate the proficiency in literacy ("The How," p. 27)

Building Block 1. Engaged Leadership

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.	
"The Why?" Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including community members. As a result of this common understanding and the state-developed literacy plans, Georgia students will become sustaining, lifelong learners and contributors to their communities. ("The Why," Section 1) In order for this to occur at PCE, we must continue to foster relationships with the community at large and create a shared vision for literacy that includes all relevant stakeholders.	
Currently in Progress Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board ("The How," p. 28) Contact potential members and schedule at least two meetings annually ("The How," p. 28)	**Future Plans** Establish School Choice with career readiness component Identify and contact learning supports in the community that target student improvement ("The What," p. 7) Utilize social media to communicate and promote the goals of literacy throughout the community ("The What," p. 7)

	Create a shared vision for literacy for the school and community, making the vision tangible and visible ("The What," p. 7) Utilize social media to communicate and promote the goals of literacy throughout the community "The What," p. 7)

Building Block 2. Continuity of Instruction

A.   Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams
"The Why?" All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language. Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners. ("The Why," 1.B, pg. 31) Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. ("The Why," 5.A.1, pg. 95) At PCE, we recognize a need for consistency in literacy instruction across all grade levels and in all content areas. The SRCL grant would allow us to provide additional professional learning and resources, such as technology, to ensure the effective implementation of literacy strategies throughout the building.

Currently in Progress	Future Plans
Develop administrative awareness of the need to identify gaps ("The How," p. 29)	Provide teachers with opportunities to practice teaching the concepts and skills identified ("The How," p. 7)
Administration establishes an expectation of shared responsibility for literacy across the curriculum ("The How," p. 29)	Ensure that academic vocabulary is consistent and tangible throughout the school
Establish cross-disciplinary teams for literary instruction • Establish or select protocols for team meetings	Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area ("The How," p. 30)

• Schedule time for teams to meet for regular collaboration and examination of student data/work • Identify team roles, protocols, and expectations • Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects ("The What," p. 7; "The How," p. 29)	Ensure opportunities for coaching, modeling, co-teaching, observing ("The How," p. 29) Infuse literacy throughout the day including the use of technology

Building Block 2. Continuity of Instruction

B. Action: Support teachers in providing literacy instruction across the curriculum	
"The Why?" Peek's Chapel Elementary places great value on best practices in literacy. It is part of PCE's mission to expose students to a variety of texts in order for them to be prepared for life in and outside of the school building. Currently the educators at PCE are focused on utilizing researched based strategies/resources and relevant data in order to remediate/enrich students in order to make gains to be literate on their grade levels. Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms: • Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.) • Fiction (novels, short stories, plays and scripts, poems, etc.) • Non-print "text" (art, photographs, political cartoons, etc.) The CCGPS expects students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing of digital images, aural images, and other special effects used in various forms of media. ("The Why," 2E.3, pg. 49) Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. On line resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels. ("The Why," 7.D, pg. 150) In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: • Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries. • Provide students with work that allows them to experience success, thus increasing their self-efficacy. • Construct opportunities for students with peers. • Incorporate technology into literacy through the use of e-readers, blogs, and social networking. ("The Why," 2.L, pg. 59)	
Currently in Progress	**Future Plans**

Identify the concepts and skills students need to meet expectations in CCGPS ("The How," p. 30)	Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science ("The How," p. 30)
Study the text structures most frequently used in texts of each content area ("The How," p. 31)	Provide professional learning in how to manage scheduling in order to maximize literacy instruction ("The How," p. 30)
Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area ("The How," p. 30)	Ensure opportunities for coaching, modeling, co-teaching, observing ("The What," p. 7; "The How," p. 30)
	Infuse literacy throughout the day including the use of technology ("The What," p. 7)
	Create and provide training on a school-wide writing rubric ("The What," p. 7; "The How," p. 31)
	Study a variety of strategies for incorporating writing in all content areas ("The How," p. 31)

Building Block 2. Continuity of Instruction

C.   Action: Collaborate with supporting out-of-school agencies and organizations with the community
"The Why?" Peek's Chapel Elementary currently does not have community members on our literacy team. It is pertinent that stakeholders not just have an awareness of the importance of literacy in the school building but also be able to provide resources in and out of school in order to maximize academic success. Schools are a microcosm of society and PCE's students would benefit from the collaboration between the school and community. Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (GLP-The Why, Section 1, pg. 32) Youth services at Georgia Public Library Service (GPLS) provide myriad services to improve the quality of children's and families' lives. The benefits of youth services are numerous. From providing quality, literature-based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare children for life and introduce them to a lifelong love of learning. (GLP-The Why, 9.C., pg. 159)

Currently in Progress	**Future Plans**

Develop a survey of needs from parents, students, and school staff members that can be used to match available resources to actual need ("The How," p. 32) Appoint a person in a leadership role at the school who will be in charge of transitions for all students ("The How," p. 32)	Utilize technology to effectively support stakeholder engagement ("The What," p. 8) Evaluate all available funding sources to determine what can be leveraged to literacy efforts ("The How," p.32) Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students Establish extracurricular/academic opportunities for students that engage stakeholders ("The How," p. 32) Provide opportunities and incentives for teachers to become endorsed in reading Ensure that all appropriate stakeholders participate in critical planning and decision making activities ("The How," p. 33)

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessment to determine the need for ant the intensity of interventions and to evaluate the effectiveness of instruction.	
"The Why?" Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist: • Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions. • Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessment. • End of the year: The summative assessment component provides the information regarding grade level expectations. ("The Why," 5.A.2)	
Currently in Progress Research and select effective screening, progress monitoring, diagnostic tools to identify achievement levels of all students ("The What," p. 8)	**Future Plans** Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment ("The How," p. 36)

Ensure that teachers understand the purpose for and the use of formative assessment and how it differs from summative ("The How," p.34) Providing consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments ("The How," p.34) Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data training ("The How," p.35)	Make a data collection plan for storing, analyzing and disseminating assessment results ("The What," p. 8) Identify and purchase assessment and intervention materials aligned with students' needs ("The How," p.35) Define a process for selecting appropriate interventions including technology based materials aligned with students' needs ("The How," p.35) Provide professional training in regards to teachers creating assessments that are reliable and valid ("The How," p. 36) Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration ("The How," p. 36) Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats ("The What," p. 8)

Building Block 3. Ongoing formative and summative assessment

B. Action: Use universal screening and progress monitoring for formative assessment.	
"The Why?" The Literacy Task Force recommends the need for a universal screener at all ages and grades. Additionally, there needs to be a coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to both interpret the data and determine the best course of instructional action. ("The Why," p.4) Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback (Torgesen & Miller, 2009, p. 24). The "how to instruct" must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the CCGPS. ("The Why," 5.A.3)	
Currently in Progress	**Future Plans**
Identify literacy skills needed to master CCGPS in each content area ("The How," p. 36)	Research and select effective progress monitoring tools to measure general-outcome literacy competencies ("The How," p. 36)

Research and select effective universal screening to measure literacy competencies for all students across the curriculum ("The What," p. 8)	Research and select technological tools that include a diagnostic, interactive tutorial and plans differentiated plans ("The What," p. 8)
	Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework ("The What," p. 8)
	Provide professional learning on how to analyze data from formative assessments
	Purchase and implement a formative screener in writing

Building Block 3. Ongoing formative and summative assessment

C.   Action: Use diagnostic assessment to analyze problems found in literacy screening.
"The Why?" The Georgia Literacy Plan includes a deliberate comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tolls t plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. ("The Why," pg. 5)

Currently in Progress	Future Plans
Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment ("The What," p. 9)	Research and select technological tools that include a diagnostic, interactive tutorial and plans differentiated plans ("The How," p. 37)
Select interventions that include diagnostic assessments and multiple-entry points ("The What," p. 9)	Provide professional learning to all teachers on the use of data from diagnostic assessment ("The How," p. 37)
	Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards ("The How," p. 37)
	Provide professional learning in intervention strategies aligned to the data provided by diagnostic assessments

Building Block 3. Ongoing formative and summative assessment

D.   Action: Use summative data to make programing decisions as well as to monitor individual student progress.
"The Why?" The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use on ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

("The Why," 5. Introduction)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement has been an important component in a school's plan.
("The Why," 5.C)

Currently in Progress	Future Plans
Evaluate the capacity of technology infrastructure to support test administration and disseminate results ("The How," p. 37). Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement ("The How," p. 38).	Research a progress monitoring tool that assists with • Research based interventions • Chart progress Identify common midcourse assessments (i.e., end-of-unit/chapter tests) that are used to measure progress toward standards ("The What," p. 9). Analyze assessment data to identify teachers who need support ("The What," p. 9). Provide professional learning to teachers on how to provide interventions

Building Block 3. Ongoing formative and summative assessment

E.   Action: Develop a clearly articulated strategy for using data to improve teaching and learning
"The Why?" One of the cornerstones of any LDS is the ability to uniquely identify the students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID. The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups. (" The Why," 5.L) Commercial vendors have begun offering a variety of products and services to facilitate the collection, storage, and use of longitudinal data. A number of national organizations are providing support as well for LDS development efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom. ("The Why," 5.L) Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. • Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.

("The Why," 6.D.1)	
Currently in Progress	**Future Plans**
Administrative/Instructional team meet to review and analyze data ("The How," p.39)	Identify participants and protocols for data teams for each building and for specific grade bands ("The What," p. 9; "The How," p. 38)
Grade levels meet to analyze data ("The How," p.39)	Schedule collaborative planning time for data meetings at a minimum of once/month ("The How," p. 39)
Develop a protocol for making decisions to identify the instructional needs of the students ("The What," p. 9) ("The How," p. 39).	Research interventions (standards and/or skill specific) that engage students
Develop procedures and expectations for staff to review and analyze assessment results ("The What," p. 9)	Research interventions that meet the learning modalities of students

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students
"The Why?"   Peek's Chapel Elementary recognizes that direct, explicit instruction in a component of delivering concepts, skills and/or standards. Currently teachers plan in an effort to model best literacy practices. Due to the wide range of abilities in our classes, the teachers would like to move away from basal readers and venture to a more literature based model. We are in need of how to implement differentiated instruction by using diverse texts in the classrooms.   Local school leaders and school improvements teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following: - Direct instruction, modeling, and practice in reading comprehensions strategies   - Structuring of content area instruction and reading assignments to make them more accessible to students   - Selection of texts for students to read in a way that builds motivation and persistence   - Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn   - Use and availability of diverse texts   - Use of writing to extend and reinforce reading   - Use of technology to reinforce skills and keep students involved   ("The Why," 6.D)   Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following: - Direct instruction, modeling, and practice in reading comprehension strategies   - Structuring of content area instruction and reading assignments to make them more accessible to students   - Selection of texts for students to read in a way that builds motivation and persistence

- Structure of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated

("The Why," 6.D)

Currently in Progress	Future Plans
Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension) ("The How," p. 40)	Research and elect a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts ("The What," p. 9)
Compile and examine classroom observation data ("The What," p. 9)	Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area ("The What," p. 10)
	Research teacher leaders who have successful models of literacy instruction with similar demographics
	Establish opportunities for peer to peer observations whether it be within school, school system or other systems ("The How," p. 90)
	Provide ongoing professional learning on proven, research-based literacy strategies

Building Block 4. Best Practices in Literacy Instruction

B. Action: Teachers work to develop and maintain interest and engagement as students progress through school.
"The Why?" At Peek's Chapel Elementary, we recognize that in order to provide students with appropriate writing interventions, we must first identify student levels of success and monitor progress through the use of a formative writing assessment multiple times per year. The SRCL grant would be used to purchase a formative writing assessment and to train teachers in implementing appropriate writing instruction based on identified needs. Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial a literacy initiative. ("The Why," 2.C)

In addition to reading, Georgia also assesses another aspect of a student's literacy-writing abilities.
("The Why," 5.I)

Currently in Progress	**Future Plans**
Teachers should be made to understand the need for any or all of the following: ("The How," p. 41) • Providing students with opportunities to self-select reading material and topics for research • Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives • Increasing opportunities for collaborating with peers • Increasing access to texts that students consider interesting • Leveraging the creative use of technology within the learning process to promote engagement and relevance	Teachers should be able to provide a classroom library that consists of • A variety of Lexiled texts • Informational texts • Poetry • Multi-cultural/Diverse texts • Relevant texts (self to text connections) • Class sets for shared read, shared writing, book clubs, etc. • Developing an argument citing relevant and reliable textual evidence ("The What," p. 10) Technologies will be used to engage students in literacy instruction ("The What," p. 10)

Building Block 4. Best Practices in Literacy Instruction

C.   Action: Ensure that students receive effective writing instruction across the curriculum
"The Why?" There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. These needs to be done while considering the unique skills, needs, and interests of the individual students, including students with special needs, and other subgroups. Aligning with research on motivation and the recommendations of the Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation. ("The Why," 2.1) In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: • Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries. • Provide students with work that allows them to experience success, thus increasing their self-efficacy. • Construct opportunities for students with peers. • Incorporate technology into literacy through the use of e-readers, blogs, and social networking. ("The Why," 2.L, pg. 59)

Currently in Progress	Future Plans
Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level ("The How," p. 42)	Design a vertically and horizontally articulated writing plan consistent with CCGPS ("The How," p. 42)
Develop a coordinated plan for writing instruction across all subject areas to include ("The How," p. 42) • Explicit instruction • Guided practice • Independent practice	Provide professional learning that includes but not precludes • Academic vocabulary • Short/Extended Response • Writing Process • Response to Literature Create and provide professional learning on a school-wide writing rubric Provide professional learning on best practices in writing instruction in all subject areas

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

A. Action: Use information developed from the school-based data teams to inform RTI process
"The Why?" In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring: • Data collected frequently, often weekly, but at least once a month • Scores are plotted on a graph with a trend line drawn to show rate of improvement • Data provided on the rate at which students are progressing toward competence in a skill necessary to grade level curriculum • May be used as a supplement to screening to determine the efficacy of an intervention ("The Why," 5.B)   Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan. ("The Why," 5.C)

Currently in Progress	Future Plans
Determine percentage of students currently being served in each tier at each grade level ("The What," p. 11) Articulate goals/objectives at building and system level based on identified grade and building needs, as well as system needs ("The How," p. 43)	Budget for recurring costs of data collection, intervention materials, and technology used for implementation ("The How," p. 43) Research technologies that ensure progress monitoring and research based interventions Continue training in data teams ("The How," p. 43)

| Develop protocols for identifying students and matching them to the appropriate intervention ("The What," p. 11) | |

Building Block 5. Response to Intervention

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms
"The Why?" Tier I includes the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier I interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is critical element of all classroom learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. ("The Why," 6:B) All students participate in general education learning that includes: - Universal screenings to target groups in need of specific instructional support   - Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom   - Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning   - Progress monitoring of learning through multiple formative assessments   Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. At Peek's Chapel, we are implementing standards-based instruction in all of our classes. Instruction is designed to "include differentiated, evidence-based instruction based on the student's needs." ("The Why, 6.D.1) Research shows that the "fidelity of implementation ensures that 80-100% of students are successful in the general education classroom." ("The Why," 6.D.1) RCPS and PCE are committed to providing teachers with high-quality formative assessments, in the form of quarterly benchmarks; however, continued data teams and strategy training will support teachers in the utilization of provided data. While the teachers and administrators at PCE have made a commitment to providing differentiated learning for all students, there is a need for continued professional learning and resources to support the consistent implementation across classes and grade levels.

Currently in Progress	**Future Plans**
Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading and writing) ("The What," p. 12; "The How," p. 44) Team teaching and inclusion of students with special learning needs in the general education setting ("The How," p. 45)	Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area Provide professional learning on: - GA DOE resources for RTI and universal screening - Team teaching and inclusion on students with special learning needs - School wide understanding of assessment data and anticipated levels of student mastery during the school year - Differentiation within the regular classroom ("The What," p. 11)

Building Block 5. Response to Intervention

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

"The Why?"

Peek's Chapel Elementary currently uses various data to target students who would benefit from Tier 2 RTI. PCE does have a caseload of students who are in Tier 2 and the teachers meet weekly to discuss interventions. However, we are in need of resources in order to provide research relevant based interventions; training on progress monitoring and technologies that can aid in charting student's progress.

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention team. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier I for interventions. For a few students, the data review team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.
("The Why," 6.B)

Student Movement to Tier 2
- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the CCGPS by 2014.
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are place in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of the standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support.
- Movement between Tier I and Tier 2 is fluid and flexible. Adequate time should be given for the Tier I instructional program to be implemented before determining Tier 2 support is needed.
("The Why," 6.D.2)

Currently in Progress	**Future Plans**
Plan and provide professional learning for interventionists on: • Appropriate use of supplemental and intervention materials • Diagnosis of reading difficulties • Direct, explicit instructional strategies to address difficulties ("The What," p. 12; "The How," p. 45)	Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists ("The What," p. 12) Research technologies that ensure progress monitoring and research based interventions ("The How," p. 45) Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels

	of student mastery during the school year ("The What," p. 12)

Building Block 5. Response to Intervention

D.   Action: In Tier 3, ensure that Response to Intervention (RTI) and Data Team monitor progress jointly

"The Why?"

Student Movement to Tier 3
- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or Tier 3 support, in addition Tier I and Tier 2, is required.

("The Why," 6.D.3)

Currently in Progress	**Future Plans**
In addition to everything that occurs at TI and T2 data teams (expanded to include school psych, SLP, etc.) meet to • Discuss students T3 who fail to respond to intervention • Ensure that interventionist has maintained fidelity to intervention protocol prior to referral ("The What," p. 12)	In addition to everything that occurs at TI and T2 data teams (expanded to include school psych, SLP, etc.) meet to • Receive professional learning on Response to Intervention Team processes and procedures as outlined in the GA DOE manual and guidance • Verify implementation of proven interventions ("The What," p. 12; "The How," p. 46) Research technologies that ensure progress monitoring and research based interventions

Building Block 5. Response to Intervention

E.   Action: Implement Tier 4 specially-designed learning through specialized programs methodologies or instructional based upon students' inability to access the CCGPS any other way

"The Why?"

Student Movement to Tier 4
In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a later of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as

having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas. ("The Why," 6.D.4)

Currently in Progress	**Future Plans**
School schedules are developed to ensure least restrictive environment (LRE) ("The What," p. 12)	Gifted teachers/Special Education and any support staff participate in professional learning communities ("The What," p. 13; "The How," p. 47) Ensure that building administrators are familiar with funding formulas affecting students in special programming ("The What, p. 13; "The How," p. 47) Consider assigning a case manager to each student with (IEP) (i.e., the case manager should maintain contact even if the student is served by a different special education teacher in multiple settings (such as team taught) so that communication with student and parents is seamless ("The How," p. 47)

Building Block 6. Improved Instruction through Professional Learning

A.   Action: Ensure that preservice education prepares new teacher for all challenges of the classroom
"The Why?" The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading. ("The Why," 7.E, p. 150)

Currently in Progress	**Future Progress**
Meet with representatives/mentor/coaches in regards to preparation and training standards. ("The How," p. 48)	Provide professional learning in literacy strategies to all new teachers • Create partnerships with local teacher education programs to bring in student teachers ("The How," p. 48) Collaborate with administration at local teacher education departments to revise and update teacher education requirements to reflect the current needs of local district (and our school) ("The What," p. 13)

	Strengthen partnerships with local teacher education departments in order to have more pre-service teachers in our school

Building Block 6. Improved Instruction through Professional Learning

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

"The Why?"
In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience.

The goal of professional learning is to support viable, sustainable, professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. ("The Why," Section 7 Introduction, pg. 140-141)

Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers. (NSDC 2001, paragraph 2, as cited in "The Why," 7.B.3, p. 144)

Currently in Progress	**Future Progress**
Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice ("The How," p. 48)	Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation ("The How," p.48)
Encourage every teacher to develop a professional growth plan ("The How," p. 48)	Include paraprofessionals and support staff in professional learning opportunities ("The How," p.48; "The What," p. 13)
Hire an instructional coach to provide site-based support for staff ("The How," p. 48)	Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs ("The How," p.48; "The What," p. 13)
	Provide training in administering and interpreting results of assessments in terms of literacy ("The How," p. 48)
	Provide monthly professional learning on literacy strategies ("The How," p. 49)
	Contract with literacy specialists to provide ongoing professional learning

	Provide professional learning on writing strategies and how to use a school-wide writing rubric
	Provide professional learning on interventions prior to the start of the school year ("The What," p. 13)

Analysis and Identification of Student and Teacher Data

Peek's Chapel Elementary (PCE) used the analysis of applicable data along with the literacy needs assessment to develop the goals and objectives identified in the Project Plan section.

PCE has over the past 2 years remained relatively stagnant in the percentage of students meeting/exceeding the standard in Reading and English Language Arts. However, the county has out-performed PCE in all subject areas. While PCE has shown growth, there is particular concern in the weak performance of Students With Disabilities and Economically Disadvantaged students in the areas of Reading and English Language Arts.

A. Assessments by Grade Level

CRCT by Grade Level

School Year	Subject	Grade Level	Did Not Meet	Meets	Exceeds
2013-2014	**Reading**	03	7%	50%	43%
		04	5%	47%	48%
		05	6%	57%	37%
	ELA	03	*10%*	*56%*	*34%*
		04	*7%*	*59%*	*34%*
		05	*9%*	*59%*	*32%*
	Science	03	22%	48%	30%
		04	16%	44%	40%
		05	16%	50%	34%
	Social Studies	03	19%	57%	24%
		04	28%	62%	10%
		05	28%	67%	5%
2012-2013	**Reading**	03	7%	46%	47%
		04	9%	45%	46%
		05	4%	63%	33%
	ELA	03	19%	50%	31%
		04	7%	50%	43%
		05	6%	55%	39%
	Science	*03*	*27%*	*47%*	*26%*
		04	*17%*	*38%*	*45%*
		05	*15%*	*46%*	*39%*
	Social Studies	03	20%	61%	19%

		04	26%	59%	15%
		05	14%	70%	16%

Georgia 5ᵗʰ Grade Writing Assessment

School Year	Subgroup	Did Not Meet	Meets/Exceeds
2013-2014	Total Population	20%	80%
	ED	22.2%	77.8%
	Non-ED	11.8%	88.2%
	White		100%
	Black	19%	81%
	Hispanic	50%	50%
	Asian	50%	50%
	Multi-racial		100%
2012-2013	Total Population	13%	87%
	ED	15.1%	84.9%
	Non-ED	6.5%	93.5%
	White		100%
	Black	16%	84%
	Hispanic		100%
	Asian		100%
	Multi-racial		100%

B. Disaggregated Data

Rockdale County Public Schools
Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

Language

2014

Group		
Asian	33%	67%
Black, Not Of Hispanic Origin	8% 60%	32%
Hispanic	14%	86%
Multi-Racial	13% 38%	50%
Two Or More Races	100%	
Undefined	22%	78%
White, Not Of Hispanic Origin	57%	43%

2013

Group		
American Indian Or Alaska Native	100%	
Asian	17%	83%
Black, Not Of Hispanic Origin	11% 53%	36%
Hispanic	25% 50%	25%
Multi-Racial	17% 42%	42%
Undefined	57%	43%
White, Not Of Hispanic Origin	7% 43%	50%

Reading

2014

Group		
Asian	33%	67%
Black, Not Of Hispanic Origin	5% 53%	42%
Hispanic	29%	71%
Multi-Racial	13% 25%	63%
Two Or More Races	100%	
Undefined	22%	78%
White, Not Of Hispanic Origin	29%	71%

2013

Group		
American Indian Or Alaska Native	100%	
Asian	50%	50%
Black, Not Of Hispanic Origin	6% 54%	40%
Hispanic	63%	38%
Multi-Racial	17% 25%	58%
Undefined	57%	43%
White, Not Of Hispanic Origin	36%	64%

Rockdale County Public Schools
Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

Peek's Chapel Elementary
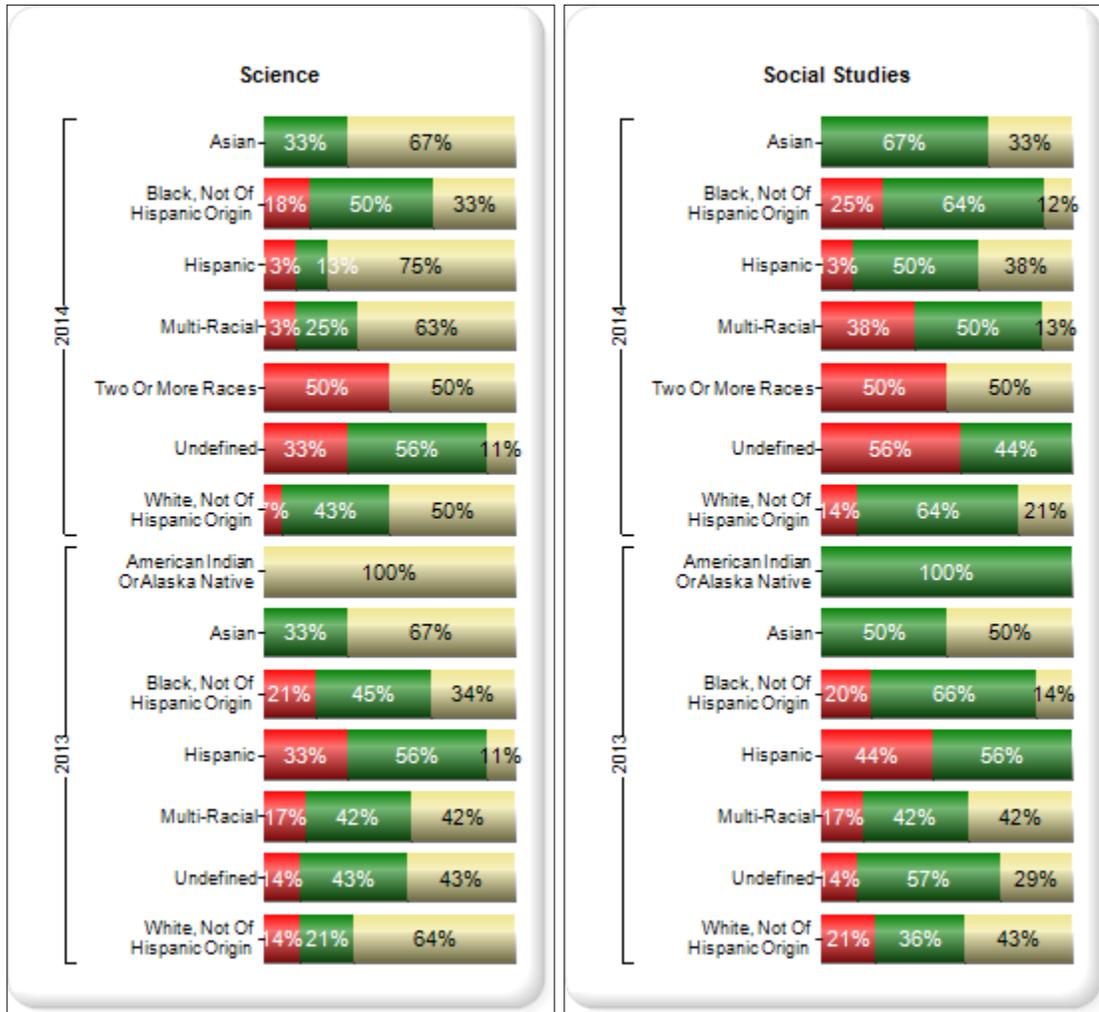Analysis and Identification of Student and Teacher Data

Students with Disabilities

School Year	Subject	Subgroup	Did Not Meet	Meets	Exceeds
2013-2014	Reading	SWD	27%	68%	5%
		Non-SWD	4%	51%	45%
	ELA	SWD	41%	53%	6%
		Non-SWD	6%	59%	35%
	Science	SWD	29%	21%	50%
		Non-SWD	16%	51%	33%
	Social Studies	SWD	71%	29%	0%
		Non-SWD	22%	64%	14%
2012-2013	Reading	SWD	27%	68%	5%
		Non-SWD	5%	51%	44%
	ELA	SWD	23%	73%	4%
		Non-SWD	17%	23%	60%
	Science	SWD	52%	29%	19%

Rockdale County Public Schools
Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

		Non-SWD	2%	54%	44%
	Social Studies	*SWD*	*43%*	*52%*	*5%*
		Non-SWD	19%	67%	15%

Socio-Economic Status

School Year	Subject	Subgroup	Did Not Meet	Meets/Exceeds
2013-2014	Reading	*ED*	*6%*	*94%*
		Non-ED	4%	96%
	ELA	*ED*	*9%*	*91%*
		Non-ED	6%	94%
	Science	*ED*	*19%*	*81%*
		Non-ED	13%	87%
	Social Studies	*ED*	*26%*	*74%*
		Non-ED	21%	79%
2012-2013	Reading	*ED*	*7%*	*93%*
		Non-ED	3%	97%
	ELA	*ED*	*11%*	*89%*
		Non-ED	12%	88%
	Science	*ED*	*28%*	*72%*
		Non-ED	24%	76%
	Social Studies	*ED*	*23%*	*77%*
		Non-ED	11%	89%

C. Identified Strengths and Weaknesses

Strengths

Peek's Chapel's economically disadvantaged students continue to defy the norms by decreasing the amount of students from the Did Not Meet to the Meets/Exceed categories with the exception of Social Studies. The staff is dedicated to meeting the needs of all of the students through differentiation and utilizing any and all resources at their disposal.

Weaknesses

Based on the data presented in this document, PCE has seen a decrease in the amount of students who Meet/Exceed on the 5th Grade Writing Assessment. The number of students in all subgroups who are not meeting the writing standards in 5th grade has increased in the last two years. There continues to be a great discrepancy between the economically disadvantaged subgroup and the non-economically disadvantaged students in all subject areas. The SWD population continues to have a significant number of students who do not meet the standards in all subject areas. Our students struggle with comprehending informational texts, which is evident in the Science and Social Studies data. The robust vocabulary, low Lexile levels and lack of exposure to informational text have impacted the students' understanding of the standards in all content areas.

Rockdale County Public Schools
Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

D and E. Teacher Data

Teacher Data

Number of Years of Experience	Administrators	Teachers
0-3 years	0	16
4-10 years	0	19
11-15 years	1	3
15 or more years	1	2
Certificate Level	Administrators	Teachers
BT-4	0	1
BT-5	0	0
T-4	0	13
T-5	0	13
T-6	1	13
T-7	1	1

G. District-Prescribed Data

Universal Screeners (SRI)

School Year	Grade Level	Advanced	Proficient	Basic	Below Basic
2014-2015	2	2%	15%	29%	54%
	3	1%	20%	26%	53%
	4	2%	15%	21%	62%
	5	3%	19%	31%	47%
2013-2014	2				
	3				
	4	2%	2%	22%	73%
	5	1%	6%	36%	57%

Due to the inconsistent administration of the SRI in 2013-2014, there is no data for 2nd and 3rd grade. Peek's Chapel has made a concerted effort in administering the SRI for the 2014-2015 school year.

Star Early Literacy
Summary

Grade K

Scaled Score	Literacy Classification	% of Total
300-487	*Early Emergent Reader*	17.9

488-674	*Late Emergent Reader*	62.7
675-774	*Transitional Reader*	13.4
775-900	*Probable Reader*	6.0

Grade 1

Scaled Score	Literacy Classification	% of Total
300-487	*Early Emergent Reader*	18.5
488-674	*Late Emergent Reader*	42.6
675-774	*Transitional Reader*	21.3
775-900	*Probable Reader*	17.6

Grade 2

Scaled Score	Literacy Classification	% of Total
300-487	*Early Emergent Reader*	1.0
488-674	*Late Emergent Reader*	21.6
675-774	*Transitional Reader*	27.8
775-900	*Probable Reader*	49.5

Benchmark Assessments *(% of meets/exceeds)*

School Year	Grade Level	Subject	Benchmark 1	Benchmark 2	Benchmark 3
2014-2015	**1**	English/Language Arts	91%		
		Mathematics	78%		
	2	English/Language Arts	85%		
		Mathematics	65%		
	3	English/Language Arts	67%		
		Science	72%		
		Mathematics	49%		
	4	English/Language Arts	72%		
		Science	85%		
		Mathematics	53%		
	5	English/Language Arts	82%		
		Science	79%		
		Mathematics	45%		
2013-2014	**1**	English/Language Arts		83%	78%
		Mathematics		79%	84%
	2	English/Language Arts		71%	88%

Rockdale County Public Schools
Peek's Chapel Elementary
Analysis and Identification of Student and Teacher Data

		Mathematics		64%	52%
	3	English/Language Arts	73%	50%	71%
		Science	70%	72%	76%
		Mathematics	30%	63%	71%
	4	English/Language Arts	60%	76%	75%
		Science	80%	70%	72%
		Mathematics	49%	49%	75%
	5	English/Language Arts	72%	70%	69%
		Science	69%	90%	85%
		Mathematics	50%	35%	68%

F. Goals and Objectives

Goal 1: Students' Lexile levels will increase.	Goal 2: The amount of students who meet/exceed on the Milestones Assessment will increase.	Goal 3: The students' performance on benchmark constructed responses will increase.

Objective 1: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.

Objective 2: Support teachers in providing literacy instruction across the curriculum.

Objective 3: Utilize data to improve teaching and learning.

Objective 4: Ensure that students receive effective writing instruction across the curriculum.

Objective 5: Use information developed from the school-based data teams to inform RTI process.

Objective 6: Provide professional learning for in-service personnel.

Our goal is to ensure that all students receive effective writing instruction across the curriculum. Based on the data from our 5th grade Writing Assessment, it is evident that Peek's Chapel's students' writing skills have declined. Professional learning on writing will have a positive impact in all subject areas, and on county and state assessments.

H. Professional Learning

All teachers participate in weekly professional learning communities at the school level and quarterly at the district level. All administrators participate in the district Instructional Support Team, which provides administrators and district staff, such as curriculum coordinators, with monthly professional learning. Administrators also attend monthly principal meetings where they engage in and lead professional learning with principals from all over the district. Teachers and administrators attend annual district-wide professional learning days which provide individualized options for various grade levels and subject areas. Participation in school and district collaboratives are required of all teachers.

Project Plan, Procedures, and Goals, Objectives, and Support

A, B, and C: Implementation Plan

Peek's Chapel Elementary School's goals, objectives, and tasks are informed by the research and Building Blocks in the "What" and "Why" documents.

Goal 1: Students' Lexile levels will increase.	Goal 2: The amount of students who meet/exceed on the Milestones Assessment will increase.	Goal 3: The students' performance on benchmark constructed responses will increase.
Objective 1: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards. • Action 1: Administration will focus on hiring teachers with strong literacy backgrounds. • Action 2: A literacy team is organized throughout the building on a vertical basis. • Action 3: The literacy team meets at least monthly in order to improve literacy instruction. • Action 4: Administrators will utilize a literacy checklist when conducting observations to ensure the effectiveness of literacy instruction in all classrooms. • Action 5: Invite teachers to share literacy strategies during school-level PLCs, school faculty meetings, and district-wide collaboratives.		
Objective 2: Support teachers in providing literacy instruction across the curriculum. • Action 1: A research based literacy checklist/rubric will be utilized to maximize literacy instruction. • Action 2: Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, etc. ("The How," p. 30). • Action 2: Administration will provide and attend professional learning in literacy instruction. • Action 3: Ensure opportunities for coaching, modeling, co-teaching and observing ("The How," p. 30). • Action 4: Trainers will guide teachers on how to integrate best practices in literacy instruction in other subject areas.		
Objective 3: Utilize data to improve teaching and learning. • Action 1: Identify participants and protocols for data teams for specific grade bands ("The How," p. 38). • Action 2: Schedule collaborative planning time for data meetings at a minimum of once a month ("The How," p. 39). • Action 3: Research interventions (standards and/or skill specific) that engage students based on the data results. • Action 4: Research interventions that meet the learning modalities of students. • Action 5: Purchase resources and materials to support teaching and learning.		
Objective 4: Ensure that students receive effective writing instruction across the curriculum. • Action 1: Administration will focus on hiring teachers with a strong background in writing and collaboration. • Action 2: Develop a vertically and horizontally articulated writing plan consistent with CCGPS ("The How," p. 42). • Action 2: Provide professional learning that includes but not precludes academic vocabulary, short/extended responses, writing process, response to literature, etc.		

• Action 3: Create and provide professional learning on a school wide writing rubric. • Action 4: Provide professional learning on best practices in writing instruction in all subject areas.	
Objective 5: Use information developed from the school-based data teams to inform RTI process. • Action 1: Budget for recurring costs of data collection, intervention materials, and technology used for implementation. • Action 2: Research technologies that ensure progress monitoring and research based interventions. • Action 3: Continue training in data teams to ensure fidelity in the RTI process • Action 4: Provide ongoing training in intervention strategies to be used with the various tiers of instruction.	
Objective 6: Provide professional learning for in-service personnel. • Action 1: Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation ("The What," p. 13). • Action 2: Provide professional learning opportunities for all personnel including paraprofessionals and support staff ("The What," p. 13). • Action 3: Provide monthly professional learning on literacy strategies ("The How," p. 49) • Action 4: Contract with literacy specialists to provide ongoing professional learning. • Action 5: Monitor effectiveness of professional learning through lesson plans, walkthroughs, and student data.	

As stated in our goals, state assessments will be the summative measure of our plan. Implementation will be formatively monitored and measured as summarized below:

Formative Measures	Goals	Summative Measures for Students	Goals
GKIDS	*1, 2, 3,*	*GKIDS*	*1, 2, 3,*
SRI	*1, 2, 3, 6*	*SRI*	*1, 2, 3, 6*
Early Star	1, 2, 3,	*Early Star*	1, 2, 3,
Benchmarks	1, 2, 3, 4, 5, 6	*CRCT/Milestones*	1, 2, 3, 4, 5, 6
4.5's	1, 2, 3, 4, 5, 6	*Benchmarks*	1, 2, 3, 4, 5, 6
SLO's	1, 2, 3	*SLO's/Milestones (3rd grade)*	1, 2, 3, 5,
Write Score	1, 2, 3, 4, 5,	*Milestones*	1, 2, 3, 4, 5, 6
		ITBS	3, 5,
		CoGAT	3, 5

D and E: Tiered Instruction and RTI Model

Peek's Chapel Elementary School will provide literacy instruction in a tiered instruction protocol through a differentiation model. The model presented below summarizes the instruction and interventions provided at each tier for each grade level. In addition, literacy instruction will be provided across content areas.

Grade Level	Kindergarten	First	Second	Third	Fourth	Fifth
Tier Time	11:55-12:10	7:45-8:25	8:30-9:10	9:15-10:00	10:00-10:40	10:55-11:35

Tier 1	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies
Tier 2	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention
Tier 3	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention
Tier 4	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention

F: Inclusion of all Teachers and Students

Our School Literacy Plan will include all teachers, students, and grade levels at Peek's Chapel Elementary School. All students will receive grade-level core literacy instruction and appropriate interventions.

G: Practices Currently in Place

Peek's Chapel Elementary School administers the GKIDS three times a year. Content specific district benchmarks are administered three times a year to grades 1st through 5th grades leading up to the summative Milestones. Content specific 4.5's are administered three times a year to grades 1st through 5th grade leading up to district benchmarks. Scholastic Reading Inventory is given three times a year to grades 3rd through 5th grade. Early Star is administered three times a year 1st and 2nd graders. Student Learning Objectives (SLO's) are given twice a year to Kindergarten, first, second and third graders. The SLO's are administered in the beginning and the end of the school year. The Write Score is administered twice a year to 3rd, 4th and 5th graders leading to the Milestones Assessment that is given at the end of the school year. The Striving Reader Critical Literacy Grant funds would be used to purchase and provide training on Dibels Next, as specified by the grant.

Interventions and instructional strategies are in place, but are not consistent between or across grade levels.

H: Goals Funded with Other Sources

District funds will continue to pay for formative and summative assessments such as CRCT/Milestones, benchmarks, GKIDS, and SRI, which will support our goal and all objectives. No charges to the grant will be made for in-place instructional materials or district-wide professional development. District funding of ESPLOST technology funding will support our plan.

I: Sample Schedule

Peek's Chapel Elementary School
Project Plan

		7:35 AM – 2:10 PM (5-minute increments)
Specials	Duty	5 · Prep · 4, PK · Prep · K · Prep · 3 · Prep · 1 · Lunch · 2 · Prep · PLC · Prep · PLC · Prep
Kindergarten	HMRW	LA1 - R · LA2 · Specials Planning · LA3 · L/R · LA3 · I/E · Math · Sc/SS · Ctrs · Prep HR Prep
Grade 1	HMRW	I/E · LA1 - R · LA2 · LA3 · Specials Planning · L/R · Math · Sc/SS · Prep HR Prep
Grade 2	HMRW	LA1 - R · I/E · LA2 · LA3 · L · Math1 · Specials Planning · Math2 · Sc/SS · R · Prep HR Prep
Grade 3	HMRW	LA (Rdg, ELA, Wr) · I/E · Specials Planning · SS · L/R · SS · Math · Sc · Prep HR Prep
Grade 4	HMRW	Math/LA 1 · Specials Planning · M/LA 1 · M/LA 2 · I/E · Math/LA2 · L/R · Wr/Gram · Sc/SS · Sc/SS · HR
Grade 5	HMRW	Specials Planning · Core 1 · Core 2 · Core 3 · I/E · C4 · L/R · Core 4 · Core 5 · Prep HR Prep
Lowe SpEd		K · 2nd I/E · 1st · 2nd · L · K · K I/E · 1st Math · K · Plan · Duty
Vaughn-Dixon SpEd		4th Push In · 5th · 4th · 4th I/E · 5th I/E · L · 4th · 5th · Plan · Duty
Southerland SpEd		1st I/E · 3rd · 3rd I/E · 4th I/E · 3rd C/I · L · 3rd - Math · 3rd - Math Resource · Plan · Duty
Goens EIP		1st I/E - Math · 2nd I/E - Math · 1st - Rdg · 2nd - Rdg · L · Plan · 1st - Math · 2nd - Math · K - Math · Duty
Hill EIP		3rd - Rdg · 3rd - Rdg · 5th - Math · 5th - Math · 5th I/E · L · 5th - Rdg · 5th - Math · Plan · Duty
Mullin EIP		2nd - Math · 3rd - Math · 4th - Math · K - Rdg · 3rd - Math

Additional technology, software, literacy materials, and professional development are needed to support all 6 objectives. Stipends or substitutes to release teachers for professional development will also be needed.

Rockdale County Public Schools
Peek's Chapel Elementary
Project Plan

J: Reference Research-Based Practices in "What" and "Why"

See references in Section A: Implementation Plan

Rockdale Public Schools
Peek's Chapel Elementary School
Assessment/Data Analysis Plan

A. Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	3 times per year
Georgia Writing Assessment	3 and 5	Measure mastery of writing standards	Writing	1 time per year
Early STAR	K,1, 2	Measure/monitor mastery of reading skills	Reading Comprehension	3 times per year
SRI	3, 4, 5	Measure/monitor mastery of reading skills	Reading Comprehension/Lexile Level	3 times per year
CRCT/Milestones	2,3,4, 5	Measure/monitor mastery of skills	CCGPS	1 time per year
ITBS	3	Measure/monitor mastery of skills	Basic Skills	1 time per year
CogAT	2 and 4	Measure/monitor mastery of skills	Cognitive Abilities	1 time per year
Benchmarks	1,2,3,4,5	Measure/monitor mastery of skills	CCGPS	3 times per year
Formative Assessment-Mid Quarter	1,2,3,4, 5	Measure/monitor mastery of skills	CCGPS	3 times per year
Student Learning Objectives (SLO'S)	K,1,2,3	Measure/monitor mastery of skills	CCGPS	3 times per year
Mock Writing Assessment	3,4,5	Measure mastery of writing standards	Writing	2 times per year

Peek's Chapel Elementary School
Assessment/Data Analysis Plan

B. Comparison of Current Assessments to SRCL Assessments

Peek's Chapel Elementary will continue to administer the GKIDS assessment in Kindergarten as well as the Early Star literacy test for grades K, 1, and 2 and SRI screening for grade 3, 4, 5. Formative assessments and benchmark assessments will continue to be used in order to monitor student progress. If PCE receives the SRCL grant, we will add DIBELS Next in order to closely monitor individual progress and determine effectiveness of interventions.

C. Implementation of New Assessments into Current Assessment Schedule

With the implementation of the grant, our school will follow the schedule for literacy assessments as listed below. State tests will continue as mandated.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
DIBELS Next	**K, 1, 2, 3**	**Classroom teachers**	**3 times per year**
Early STAR	K,1,2	Classroom teachers	3 times per year
~~Basic Literacy Test~~	K,1,2,3,4,5	Replace with DIBELS Next	
SRI	3,4,5	Classroom teachers	3 times per year
GKIDS	K	Classroom teachers	3 times per year
Student Learning Objectives	K,1,2,3	Classroom teachers	3 times per year
Language Arts Benchmarks	1,2,3,4,5	Classroom teachers	3 times per year
~~Georgia Writing Assessment~~	3 and 5	Replace with Georgia Milestones	
Georgia Milestones	3, 4, 5	Classroom teachers	1 time a year

D. Assessments that may be discontinued as a result of SRCL Implementation

We will discontinue the informal school generated comprehensive screener for kindergarten. Instead, we will use the DIBELS Next data for all K-3 students to determine which students require further assessment to determine appropriate differentiated instruction and intervention plans. We will continue to implement the GKIDS, Early Star and SRI assessments in order to record the progress of student Lexile levels throughout the year and provide comparative data for the district.

E. Professional Learning for Teachers for Assessment Implementation

Teachers will need professional learning on the DIBELS Next, SRI and formative screenings. In order to fully utilize the Scholastic Reading Inventory, teachers will need professional learning in understanding Lexiles and in matching students' reading levels to texts. A system team will be trained on SRI by a Scholastic consultant, and all schools will receive additional on-site support. We will use the online training options for DIBELS Next, which will be redelivered at each school.

F. Presentation of Data to Parents and Stakeholders

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 PTO meetings, parent-teacher conferences and parent workshop evenings. The Rockdale County Public School District compiles data summaries on assessment results of each school to report to the media.

G. Data Used to Develop Instructional Strategies

Data will be used to inform and guide instruction in the classroom. Teachers will use data to select strategies to be used to differentiate instruction with the classroom. Data will also be used to determine small groups, select 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 student progress.

("Why," p. 96)

H. Assessment Plan and Personnel

At Peek's Chapel Elementary, classroom teachers are responsible for giving the GKIDS assessment to all kindergarten students. Classroom teachers in grades kindergarten through second grade are responsible for giving the Early STAR literacy test. Classroom teachers in grades third through fifth are responsible for administering the SRI assessment. Initial screeners will be administered in the first quarter of school. All initial assessments, mid quarter assessments, as well as quarterly assessments and protocols will be overseen by the school testing coordinator in conjunction with the district testing director.

Resources, Strategies, and Materials

A. Resources Needed to Implement the Literacy Plan

- Research-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

- Travel expenses for conferences and training

- Training on the analysis of Scholastic Reading Inventory data

- Training on DIBELS Next

- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)

- Grant administrator/district-based literacy specialist

- Family involvement activities

- Transportation for extended day/year activities

- Stipends for extended day and summer programs

- Networkable printers

- Online databases to support and enhance student research

- Applications for iPads

- E-books to support student choice in reading

B. Activities that Support Literacy Intervention Programs

- Dedicated scheduled time for intervention

- Flexible, needs-based grouping

- Formative assessment in writing

- Use of data to drive instruction

- Research-based intervention materials

- Professional learning on strategies for teaching academic content vocabulary

- Parent education through family academic night

C. Shared Resources

PCE currently has two computer labs; however, one computer lab is continually booked for specials rotations.

D. Library Resources

- 9,973 books in the media center
- 16 years old is the average age of books in the media center
- 258 videos in the media center
- Online database subscriptions include PebbleGo and edhelper
- 18 magazine subscriptions
- 6 computers in media center
- 1 projector in the media center

E. Activities that Support Classroom Practices

- 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

F. 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

- School-wide writing rubric

- Writing in all content area classes

- **Professional Learning in the following areas:**

    --Reading strategies

    --Writing instruction across content areas

    --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

--DIBELS Next (assessment and analyzing the data)

G. List of Current Classroom Resources

Each classroom has 2-3 computers for student use. Each classroom has an Activ Board.

H. Alignment of SRCL Funding with District Funding

Resources, Strategies, and Materials	SRCL will fund…	Other Funding Sources
Professional Learning	Literacy specific PL costs—consultant fees, stipends, materials, and travel costs	Title II funds will be used to provide district-wide professional learning
Instructional Technology	Literacy specific technology—ereaders, electronic texts, apps for iPads	ESPLOST funds will be used to upgrade school computers and wireless connectivity and to purchase tablets for the 1-to-1 initiative according to district schedule
Instructional Materials	Explicit literacy materials, such as informational and literary texts	District funds will continue to be used to purchase district-supplied materials, such as textbooks
Literacy Assessments	Professional learning in the analysis of data provided by universal screeners	District funds will continue to be used to purchase universal screeners that are currently in place
Family Literacy Materials	Literacy materials to be used during family/parent workshops and to be checked out by parents	
Extended Day/Year Activities	Provide stipends to teachers for extended day activities and to provide literacy camps during non-school times	District funds will be used to pay for extended day personnel related to the regular activities of the school

I. Explanation of Proposed Technology

While PCE has recently received approximately 200 iPads for use in the classrooms, the teachers need funding for applications, e-books, and literacy programs to make the iPads effective for instruction.

VIII. Professional Learning Strategies

A. Past Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
Differentiated Instruction	2014-2015	All Teachers and Paraprofessionals	Admin/Prof. Learning	PLC Faculty Meeting
Teacher Induction	Monthly	New Staff Teachers	Academic Coach	Small group and individual
Cultural Competency	1st and 2nd Quarter	All Staff	Counselor/School Social Worker/P&I Specialists	Faculty Meeting Paraprofessional Meeting
Instructional Support Team	Quarterly	Administrative Teams	District Professional Learning	Whole Group
Mandated Reporting Modules	7/14 – 8/14	Certified and Classified Staff	Professional Learning	Online Modules

B. Percentage of Staff Attending Professional Learning

All instructional staff attended assigned professional learning.

C. On-Going Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
Data Team	November 2014	All certified	Principal/Admin Team	PLC-grade level teams
Lexile Training	Dec 14 – Mar 15	All certified	RCPS Prof. Learning	Grade Level Teams
Differentiated Instruction	Quarterly	All certified	Prof. Learning Coach	Grade level Teams
Technology Training/Infinite Campus	Ongoing – May	Certified	DLS/Administration	Grade level, Faculty, PLC
Vertical Teams/School Improvement Plan Goals	Monthly	Certified Staff	Teacher/Leaders	Teams
Developing Strategies for At Risk Students	11/14, 1/15, 3/15	Certified Staff	PLC's- staff	PLC
Differentiation-Choice Boards	12/14	Certified & Classified Staff	HCE-teacher	Grade Level Teams

D. Professional Learning Needs

- Understanding Lexile scores
- Core literacy program
- RTI process and intervention implementation
- Five components of reading
- Guided reading
- Interpreting and using assessment data
- Differentiating instruction
- Writing across the curriculum
- Vertical alignment
- Integrating technology

E. Evaluation of Professional Learning

- Participants provide feedback on PL sessions via a survey
- Formative and summative assessment data, along with district walkthrough data
- Teacher lesson plans and TKES observation data

F. Professional Learning Plan

Goal 1: Students' Lexile levels will increase.	Goal 2: The amount of students who meet/exceed on the Milestones Assessment will increase.	Goal 3: The students' performance on benchmark constructed responses will increase.

Objective 1: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.

Objective 2: Support teachers in providing literacy instruction across the curriculum.

Objective 3: Utilize data to improve teaching and learning.

Objective 4: Ensure that students receive effective writing instruction across the curriculum.

Objective 5: Use information developed from the school-based data teams to inform RTI process.

Objective 6: Provide professional learning for in-service personnel.

Topic	Project Goal(s)	Objectives
Lexile Training	1, 2, 3	Train staff in understanding Lexile and growth goals.
Select & Implementation of a Core Literacy Program	1, 2, 3	Select a quality program and provide adequate training for all

		staff members to ensure the program is implemented with fidelity.
DIBELS Training	1	Train staff in the administration and interpretation of data used in diagnostic tools.
Implementing the RTI Process	1	Clarify the RTI Process by designing a protocol to ensure students are matched with the appropriate intervention. Provide teachers with the necessary training to ensure that they are equipped to implement the interventions.
Five Components of Reading	1, 2, 3	Implementation of a literacy block which includes all components of reading.
Interpreting Student Performance Data	1, 2, 3	Use universal screeners and quarterly assessment data to accurately identify the learning needs of students.
Writing Across the Curriculum	3	Use best practices in the use of writing across all content areas
Writing Strategies	3	Train teachers in implementing appropriate writing instruction based on identified needs
Differentiated Instruction	1, 2, 3	Ensure that teachers know how to and are using differentiation strategies.
Integrating Technology	1, 2, 3	Provide teachers with training on the use of technology to support and enhance instruction.

G. 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 (The Why, p. 7). 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 the Georgia Literacy Instruction Observation Checklist three times 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 professional learning.
- Use teacher data (surveys, observations, and lesson plans) to monitor effectiveness of professional learning.

Peek's Chapel Elementary Sustainability Plan

While Peek's created its literacy plan, careful thought was given to aligning our literacy goals with the school's strategic plan and current School Improvement Plan. Our focus as we developed our literacy plan was centered on building content knowledge through reading complex nonfiction; reading, writing, and speaking grounded in evidence from literary and informational text, and incorporating technology to promote engagement, collaboration, and publishing of writing. While developing our literacy plan, sustainability was at the forefront of our minds.

a. Clear Plan for Extending Assessment Protocols
Formative and summative assessments will continue to be administered beyond the grant period through district funding. The continuation of the universal screener for the Scholastic Reading Inventory will require only a yearly maintenance fee. Grant funding will be used to offset this fee, but funding will be continued through a combination of Title 1 and district funds for year 6 and beyond. At the conclusion of the grant, we will continue funding of benchmarks through local funding. We will seek a combination of funding sources to provide the subscription for SRI, including local funding (both school and district) as well as Title 1 funding.

b. Plan for Developing Community Partnerships and/or Other Sources to Assist With Funding
Peek's actively seeks the support of the greater community to support learning at our school, forming partnerships with local businesses and community organizations. The work of our Parent Liaison reaches beyond our schools to engage families. We will seek out additional grants in order to sustain our literacy plan beyond the funding of the Striving Readers Grant.

c-f. Extending the Training to New Teachers and Maintaining Technology
Peek's teachers and administrators will receive professional development by way of district personnel and consultants. We will use the train the trainer model. The literacy team members and selected teachers will be responsible for training new staff on these approaches. Additionally, we will have master teachers who will model instructional practices for new teachers.

Peek's Chapel will enlist the support of the Digital Learning Specialist, Media Specialist, and Instructional Technology Support Specialist to ensure the software programs and technology are running effectively and to support teachers in monitoring students' progress.

Sustaining the Literacy Plan
We will review the goals and expectations of the grant, as well as the School Literacy Plan, annually with all staff. We will continue to utilize formative and summative assess our students' literacy levels and growth through the use of DIBELS Next, benchmarks, SRI, and the Milestones. Because the district is dedicated to supporting a 1-to-1 technology initiative, any technology purchased through the SRCL grant will be subsumed under the district's technology

replacement plan. We will allocate money out of our Title I and school-level budgets to replace literacy resources as needed. We will analyze student data, teacher feedback, and TKES observations to finalize which materials and professional learning are not having the desired effectiveness on student learning.

g. Expanding the Lessons Learned through the SRCL Grant

By continuing to be active members of the district collaboratives, Peek's will be able to expand the lessons learned through the SCRL grant by sharing struggles and successes with educators throughout our district. Through quarterly meetings with the District Literacy Team, we will share best practices with all schools in the district, not just those that receive the SRCL grant. We will encourage our teachers to present at district professional learning days, during New Teacher Orientation, and at district collaboratives. By videotaping master teachers, we will be able to share the instructional strategies implemented using SRCL grant funds to all schools in the district.

Budget Summary

As a result of a comprehensive review of literacy efforts at Peek's Chapel Elementary School, needs have been assessed and identified, data and available resources have been analyzed, and plans have been made to utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon the Fall 2014 FTE count of 637 and an estimated award of $425 per student, the total funds received over a five year time frame are anticipated at $270,725.

Literacy needs to be funded through the grant are outlined below:

Curriculum Needs (20%): In order 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
- Formative writing assessment

Professional Learning Needs (50%): Professional learning is key to providing students with effective literacy instruction. Staff members, including teachers, paraprofessionals, and administrators, must be have adequate training in order to effectively provide and monitor literacy instruction. While initial training is imperative to the successful implementation of any new initiative, follow-up training to support new staff is also vital in the sustainability of initiatives.

- Consultant fees
- Instructional materials for training
- Stipends for off-contract training
- Funding for substitutes
- Training in writing strategies

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. Efforts are necessary to insure the consistency of the effective use of data to inform instruction and the application of intervention strategies to improve student learning. In order 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—DIBELS Next
- Intervention resources, materials, and programs
- Progress monitoring tools

Peek's Chapel Elementary School
Budget Summary

Personnel Needs (5%): In light of recent financial constraints and the impact that has had on the number of personnel employed by the district, using grant funding to hire a literacy specialist for the district would be beneficial. In addition, a grant administrator will be necessary during the first two years of grant implementation in order to monitor funding and implementation.

- Grant administrator for the first two years of the grant
- Literacy specialist for the district (to assist with monitoring implementation and effectiveness of SRCL initiatives)

Technology Needs (10%): While the SRCL 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, but the technology plan spans multiple years, with several schools and students not receiving individual devices for several years. Because RCPS is using ESPLOST funds to purchase 1-to-1 technology for every student in the district, we are not requesting technology funds for computers or tablets. However, the SRCL grant will allow Peek's Chapel Elementary to provide students with access to technology to support and enhance literacy instruction and to increase student engagement.

- E-readers
- Online databases
- Software (such as online reading programs)

Rockdale County Public Schools
Peek's Chapel Elementary School
Budget Summary