

# School Profile

Created Tuesday, November 04, 2014

---

## Page 1

### School Information

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

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Mr. Tiwon Toney
Position:	Principal
Phone:	770-929-1430
Email:	ttoney@rockdale.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Margaret Degenhardt
Position:	Instructional Coach
Phone:	770-929-1430
Email:	mdegenhardt@rockdale.k12.ga.us

### Grades represented in the building

example pre-k to 6

Pre-K to 5

### Number of Teachers in School

49

### FTE Enrollment

723

# 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
-

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 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](mailto: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.

### I. Conflicts of Interest

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

#### a. Organizational Conflicts of Interest.

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

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

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

## Conflict of Interest & Disclosure Policy

- 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.

## Conflict of Interest & Disclosure Policy

- 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.

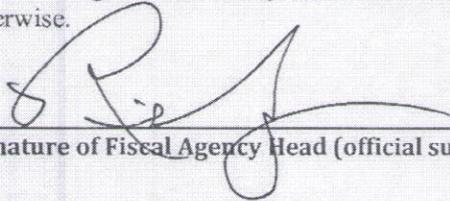
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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.

Conflict of Interest & Disclosure Policy

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)

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

\_\_\_\_\_  
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 implementation plan, 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

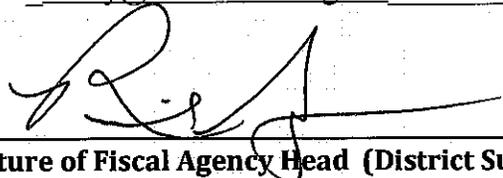
Position/Title of Fiscal Agent's Contact Person: Superintendent

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.

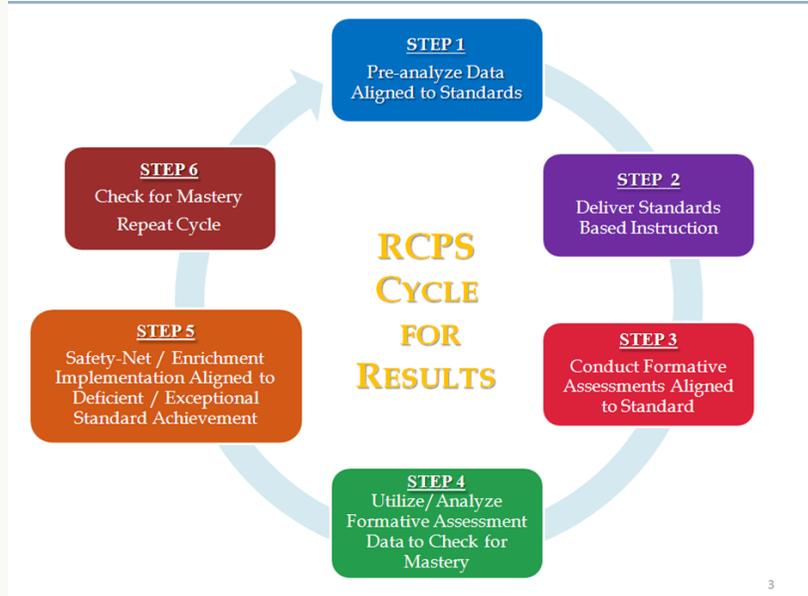
RCPS has a comprehensive and coherent reform vision that will 1) ensure educational equity; 2) accelerate student achievement by supporting each student’s unique learning needs and individual interests; and 3) help each student achieve his or her greatest potential through a wide variety of strategies, 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.

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

Rockdale County Public Schools  
Shoal Creek Elementary School

Shoal Creek Elementary is a Title One Distinguished school dedicated to the success of all students. Shoal Creek, which opened its doors in 1993, is one of 11 elementary schools in Rockdale County.

Shoal Creek is a unique learning institution; we serve students in grades K-5 with diverse backgrounds and learning abilities. Shoal Creek Elementary, fondly referred to as “The Creek,” is a place where students come to study, learn, work, play and “show what they know.” Our beautiful school facility includes 38 homerooms, of which three are self-contained Emotional Behavior Disorder (EBD) classes, a gymnasium, two technology labs, two science labs, a media center, and a parenting center. In addition, our outside area includes an outdoor classroom, softball and track field, a picnic area for lunch, playground, and ten modular resource type classrooms.

Currently, our school serves approximately 775 students from various backgrounds and cultures. Our school community is 72% African American, 14% Caucasian, 8% Hispanic, 2% Asian, and 3% Multi-Racial. Over the past years, our economically disadvantaged population has steadily increased; currently 77% of our student population is economically disadvantaged. In addition to diversity in student culture, 11% of our student population receives special education services. Shoal Creek houses the self-contained Emotional Behavior Disorder (EBD) program for our county. At Shoal Creek, our students receive services in one of the three service models: inclusion, self-contained and resource. In addition to our students with disabilities, 10% of our students are identified as gifted. Four percent of our students are identified as English Speakers of a Second Language.

Shoal Creek prides itself on the fact 100% of our teachers are ‘Highly Qualified.’ Our certified staff includes 51 females and 9 males; of this number, 22 are African American and 38 are Caucasian. The staff prides itself on having many teachers that have continued their education. Fourteen have Bachelor’s degrees and 32 have advanced degrees. There are 27 members of the staff at Shoal Creek with ten or more years of experience in the classroom.

Additionally, there are thirty-five classified staff members who help support students’ learning, nutritional needs, environmental needs, and overall support. All together, the faculty and staff at Shoal Creek Elementary School is 33% African American, 63% Caucasian, 2% Hispanic, and 1% two or more races.

Shoal Creek Elementary is located on the south side of Rockdale County. According to the 2010 Census, the median income for the area is approximately \$75,000. As time has passed, the neighborhoods surrounding Shoal Creek have decreased in younger families and there has been an increase in temporary housing (e.g., apartments, government housing). Some apparent changes in our population were in the number of economically disadvantaged students, students with attendance issues, and students requiring additional support academically and behaviorally. To help alleviate some of these changes in making sure that students are successful, the faculty and staff participate in ongoing, collaborative professional learning communities to receive relevant professional learning, analyze data, and plan engaging, rigorous, differentiated lessons. Teachers also participate with Response to Intervention (RTI) teams. Our RTI teams implement research-based interventions to close achievement gaps with students with academic or behavior deficits. In addition, Shoal Creek Elementary has an Attendance Support Team (AST) that meets to monitor students’ tardies and absences. When our students are in school receiving instruction tailored to their needs, they are successful.

Rockdale County Public Schools  
Shoal Creek Elementary School

After reviewing the data from the CRCT, the report displayed a significant trend that third grade students showed a negative performance in Reading, English Language Arts, Math, and Social Studies. Additionally, the fifth grade students showed a negative performance trend in Reading, English Language Arts, Science and Social Studies. After analyzing the data, the faculty and staff at Shoal Creek initiated strategies for student success and more engaging classroom approaches. However, additional professional learning and resources are needed to effectively meet the needs of our students and to reverse the downward trend evidenced in the student data.

As a part of our continuous improvement, this year Shoal Creek Elementary has started a school choice model initiative. Shoal Creek Elementary faculty and staff are working towards becoming a STEAM (Science, Technology, Engineering, Arts, and Mathematics) certified school. In addition to teachers providing differentiated instruction, participating in PLCs, and attending professional development programs, students are motivated through innovative lesson planning and creative project based opportunities for learning. This new framework is a positive step towards improving student understanding across the curriculum.

Shoal Creek Elementary has seen an increase in transient population this year. Due to many students being homeless or living in multi-family homes, the student retention rate is very low. Students often move from our school to another school within the county every 2-3 months. Students with severe behavior disorders make up a large percentage of our school population. For this reason, learning is interrupted on a daily routine. Although we have trained teachers to address these issues, students are missing instructional time due to the continual disruptions. Parent involvement is necessary to help motivate our students. Through this grant, we hope to be able to offer more choices for our parents to be involved with their child's education.

In August the administration met with the district literacy team to analyze data and determined a need for the SRCL Grant at Shoal Creek. 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.

<b>Name</b>	<b>Position</b>
Tiwon Toney	Principal
Patrice Graham	Assistant Principal
Melissa Keffer	Counselor
Maggie Degenhardt	Instructional Coach

Lisa Leigh	Kindergarten Grade Chair
Yolanda Thomas	First Grade Chair
Nicole Smith	Second Grade Chair
Sharon Moffett	Third Grade Chair
Janie Jones	Fourth Grade Chair
Linda Adams	Fifth Grade Chair
Calvin Bryan	Media Specialist
Kecia Thomas	LTC
Janice Riggins	Prevention and Intervention Specialist
Dr. Kadi Moon	School Psychologist
Terri Anschutz	Digital Learning Specialist

### **Need for the Striving Reader Grant**

While the teachers and staff at Shoal Creek are dedicated, our subgroup populations continue to struggle on standardized assessments. Particularly, our SWD and ED populations consistently score below their counterparts on the CRCT and Writing assessments. Additionally, while all grade levels saw a positive trend between the 2012-2013 and 2013-2014 CRCT data, all grade levels continue to struggle with informational texts, as evidenced by the number of students scoring in the Did Not Meets category on the science and social studies sections of the CRCT. At Shoal Creek, we realize that we must address this area of weakness before sending students on to middle and high school, where they will be responsible for independently reading and comprehending even more rigorous informational texts and textbooks.

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 Shoal Creek Elementary 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 (30 questions related to the Building Blocks of Literacy Instruction)
- 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. Community is not engaged.
- ii. School culture exists in which teachers across content areas do not accept responsibility for literacy instruction as articulated in CCGPS. 21% of teachers responded that they do not have the training to integrate literacy skills into all content areas.
- iii. Administration does not use a literacy checklist when conducting walkthroughs.

*Root Causes:* The Literacy Leadership Team was recently established, and there was not time to decide how to engage the community. Professional learning has been delivered on incorporating literacy across content areas; however, teachers do not have enough expertise or resources for consistent implementation.

**b. Building Block 2: Continuity of Instruction**

- i. Teachers do not provide literacy instruction across content areas. 19% of teachers feel they do not have adequate informational texts to teach grade level standards.
- ii. Core literacy instruction is not consistent, explicit, or systematic across grade levels. 85.5% of teachers feel they do not have adequate resources to differentiate for different reading levels.

*Root Causes:* Shoal Creek Elementary School follows the Rockdale County School District quarterly planning guides, which follow the CCGPS aligned with the state curriculum guidelines. Because this is just a framework, teachers are interpreting literacy instruction in different ways and instruction is not consistent across grade levels. Teachers do not have the necessary expertise to incorporate literacy across the content areas consistently. 21% of teachers feel they

need additional professional learning in order to effectively teach writing in all content areas. 81% feel they do not have adequate resources to effectively teach writing as outlined by the CCGPS.

**c. Building Block 3: Ongoing Formative and Summative Assessment**

- i. No clearly articulated strategy for using data to improve teaching and learning
- ii. Inconsistent use of formative and summative data to drive instruction

*Root Causes:* Teachers do not have enough expertise regarding formative/summative assessments in order for this implementation to be consistent. Only 52% of SCE's teachers feel confident using data to adapt instruction.

**d. Building Block 4: Best Practices in Literacy Instruction**

- i. Need for professional learning in explicit literacy instruction and writing instruction across all content areas
- ii. Lack of implementation of writing instruction across all content areas

*Root Causes:* Teachers do not have sufficient expertise or resources for implementation to be consistent.

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

- i. Needs-based interventions are not being provided in Tier 2.
- ii. Student Support Team and Data Team do not monitor progress jointly in Tier 3.

*Root Causes:* There is a lack of understanding among teachers and staff about intervention and movement process. 43% of teachers feel that fewer than 20% of their students arrive reading on grade level. 86% of teachers feel that they do not have the resources needed for teaching grade-level foundational skills. Student population is very transient at Shoal Creek. Since the first day of school, we have 165 students enroll and 70 students have withdrawn. Students are coming to us with educational needs which need to be addressed through RTI tiers.

**f. Building Block 6: Professional Learning**

- i. Need for ongoing professional learning in all aspects of literacy instruction for in-service teachers.
- ii. Need for pre-service teachers to participate in all literacy professional learning.

*Root Causes:* Pre-service teachers do not always understand expectations for participation in professional learning in their host school. There has not been enough literacy-specific professional learning for in-service teachers.

**D. School Staff Involved in Needs Assessment**

The Needs Assessment included all certified and classified staff at Shoal Creek Elementary School as well as parents and students.

**E. Disaggregated Data**

Rockdale County Public Schools  
Shoal Creek Elementary School  
Needs Assessment

Shoal Creek Elementary's overall CRCT scores in 2014 were strong, with an average of 95% of students meeting or exceeding standards for reading and a slight increase in all areas except 4<sup>th</sup> and 5<sup>th</sup> grade social studies; however, discrepancies exist between sub-groups, particularly the SWD and ED sub-groups.

**Reading CRCT (Percent Meeting/Exceeding)**

Grade Level	2012-2013	2013-2014
3 <sup>rd</sup> Grade	92%	97%
4 <sup>th</sup> Grade	96%	93%
5 <sup>th</sup> Grade	87%	96%

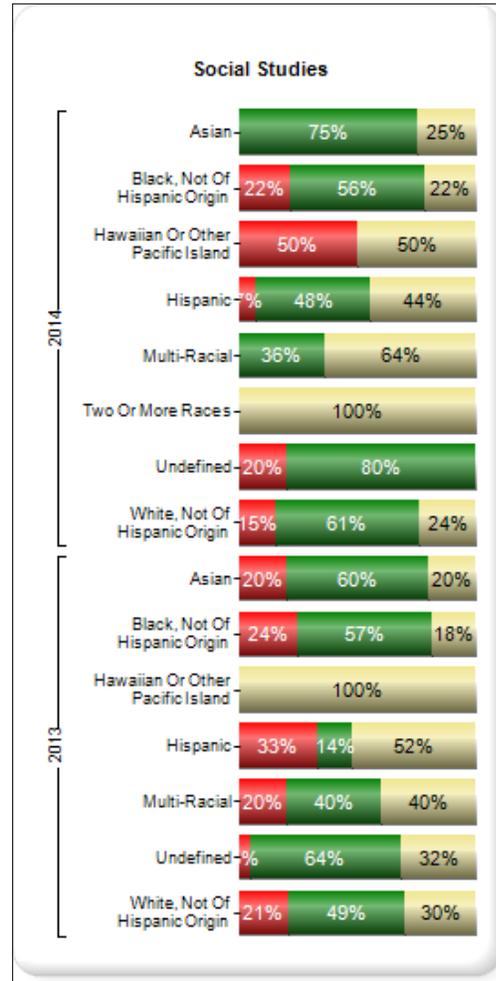
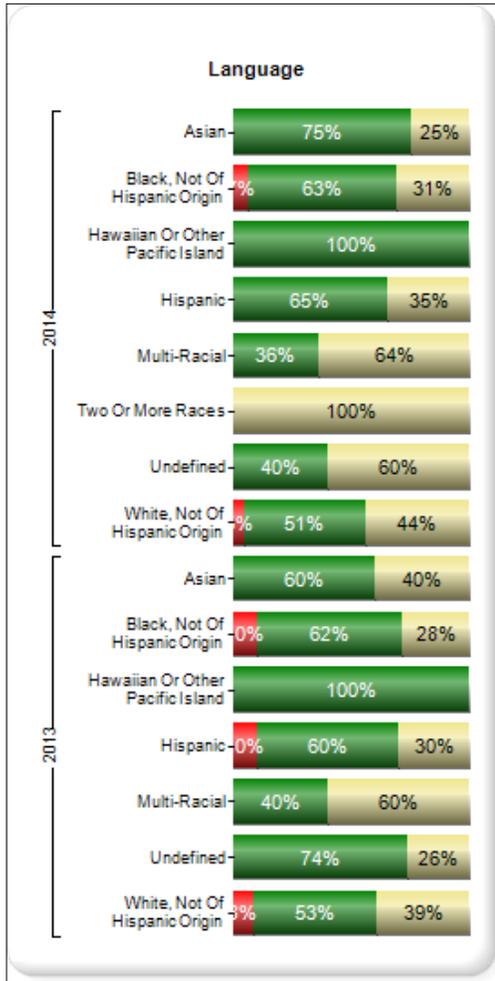
**ELA CRCT (Percent Meeting/Exceeding)**

Grade Level	2012-2013	2013-2014
3 <sup>rd</sup> Grade	89%	94%
4 <sup>th</sup> Grade	91%	93%
5 <sup>th</sup> Grade	94%	97%

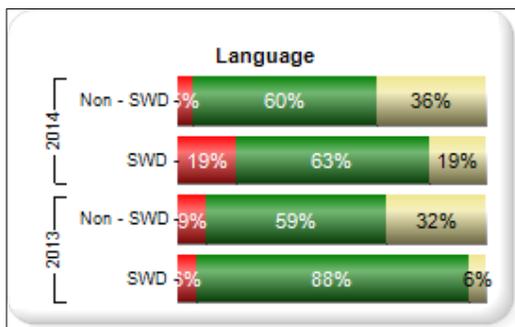
**Social Studies CRCT (Percent Meeting/Exceeding)**

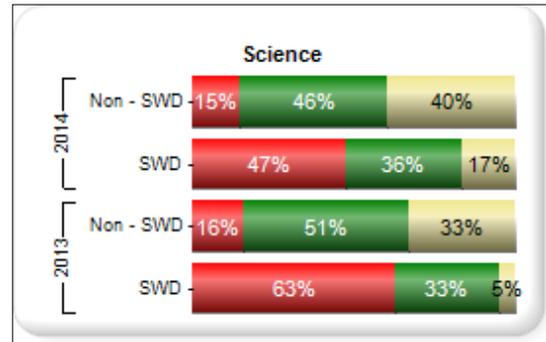
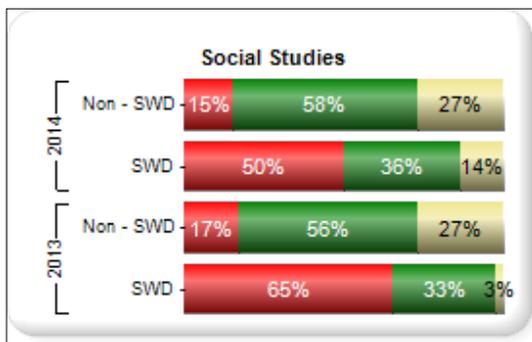
Grade Level	2012-2013	2013-2014
3 <sup>rd</sup> Grade	84%	92%
4 <sup>th</sup> Grade	78%	75%
5 <sup>th</sup> Grade	71%	77%

**CRCT Data by Race and Ethnicity**

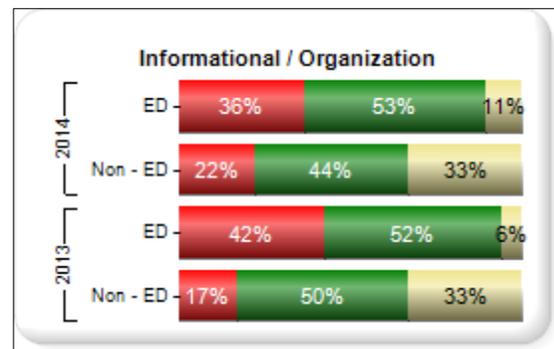
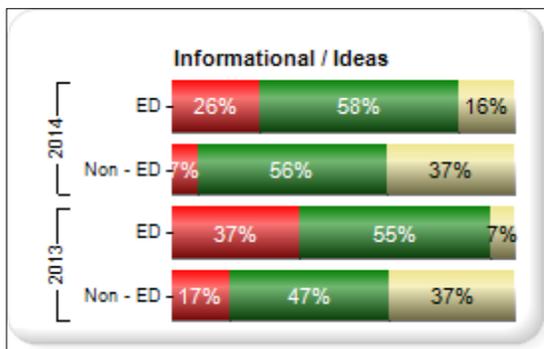


**Students with Disabilities vs. Non-Students with Disabilities**

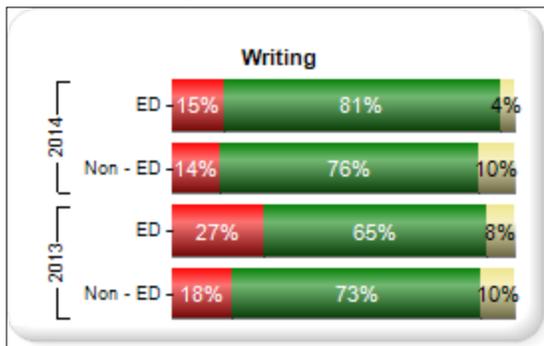




**Grade 3 Informational Writing with Socio-Economic Status**



**Grade 5 Writing with Socio-Economic Status**



**F. Areas of Concern Related to Research-Based Practices**

**a. Building Block 1: Need for Literacy Leadership Team at Shoal Creek Elementary School**

**Currently:**

- Administration needs to ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for literacy programs. (“The How p.20)
- Identify and prioritize a list of students to be targeted for intervention and support. (“The How” p. 24)

- Establish a system of communication for sharing information with all partners. (“The How” p. 23)

**Moving Forward:**

- Create a shared literacy vision for the school and community aligned with state literacy plan. (“The How” p. 22)
- Determine what additional data is needed in order to make informed decisions about the path forward (“The How” p. 22)
- Identify stakeholders and partners to be part of the literacy team. (“The How” p.22)

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

Currently:

- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need (“The How” p.32)
- Discuss exemplary samples with students to model features of quality writing (“The How” p. 29)
- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension) (“The How” p. 40)

Moving Forward:

- Schedule collaborative planning time for data meetings at a minimum of once/month (“The How” p.39)
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities (“The How” p.39)
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards (“The How” p.37)

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

Currently:

- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
- Continue analyzing data to determine the impact of teaching strategies on student achievement. (“The How” p.40)
- Schedule times for collaborative discussion and planning between content area Tier 1 teachers and interventionists.

Rockdale County Public Schools  
Shoal Creek Elementary School  
Needs Assessment

Moving Forward:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects. (“The How” p. 29)
- Compile and examine classroom observation data (e.g. Literacy Instruction Checklist, GA, or some other instrument) using a checklist to gauge current practice in literacy instruction. (“The How” p. 40)
- Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas. (“the How” p. 48)
- Modify the intervention plans for working with students identified for Tier 1 RTI.
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.

**Building Block 1. Engaged Leadership**

**A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school**

**The Why?**

School leadership is “the key component” in all that Georgia is seeking to do to improve education. Leadership is important at all levels, starting at the school and expanding to the district and state. Building administrators have to become instructional leaders and have expertise in providing professional learning that effectively teaches students reading and writing. Teachers must continually grow and learn about emerging best practices in a world that is rapidly changing. At Shoal Creek, our leadership team is committed to supporting literacy instruction, providing time for the staff to attend job-embedded professional learning in best practices. (“The Why,” p. 157)

<b>Current Practices</b>	<b>Future Practices</b>
<p>Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS (“The What,” p. 5)</p> <p>Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peermentoring, learning community, grade-level meetings focused on student work, etc.)</p> <p>Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies</p> <p>(“The How,” p. 20)</p>	<p>Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices</p> <p>Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly</p> <p>Schedule protected time for literacy and teacher collaboration (“The What,” p. 5)</p> <p>(“The How,” p. 20)</p>

**B. Action: Organize a Literacy Leadership Team**

**The Why?**

In correlation with Georgia’s Literacy Plan: The Why, the goal of our school-developed literacy plan is that students at Shoal Creek Elementary will become self-sustaining lifelong learners and contributors to their communities and to the global society. As mentioned repeatedly in our school and district strategic plan, all types of literacy must be prevalent at all levels and for all those that lead.

Shoal Creek’s administration has identified building leaders to serve on the school literacy leadership team, but there is additional work to be done to include additional stakeholders and to formalize this team’s purpose and role. (“The Why,” p. 156)

<b>Current Practices</b>	<b>Future Practices</b>
<p>Identify and prioritize a list of students to be targeted for intervention or support</p> <p>Analyze multiple forms of data to develop a list of needs and to determine goals for improvement (“The What,” p. 5)</p> <p>Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results</p> <p>Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement</p> <p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)</p> <p>(“The How,” p. 22-23)</p>	<p>Identify stakeholders and partners to be part of the literacy leadership team:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> faculty                             <ul style="list-style-type: none"> <li><input type="checkbox"/> representatives from within the feeder pattern for our school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities)</li> </ul> </li> <li><input type="checkbox"/> community leaders</li> <li><input type="checkbox"/> parents</li> </ul> <p>Create a shared literacy vision for the school and community aligned with the state literacy plan (“The What,” p. 5)</p> <p>Determine what additional data is needed in order to make informed decisions about the path forward</p> <p>(“The How,” p. 22)</p>

**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, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs and other subgroups. There is a crucial need to build on students' prior knowledge and background experiences to enrich their foundation of literacy. ("The Why," p. 41) With CCGPS and the new Milestones assessment, the integration of literacy skills has been made even more explicit. ("The Why," p. 48)

In addition, especially in grades four and five, and in keeping with the research on motivation and the recommendations of the 2010-2011 Literacy Task Force, it is crucial to take steps to improve student engagement and motivation. It is critical that the allocation and planning for the most effective use of time and personnel through scheduling and collaborative planning occurs. ("The Why," p. 49)

At Shoal Creek, we endeavor to maximize the use of time and personnel through scheduling. Teachers are provided a protected time during the school day to collaboratively plan with their grade level counterparts.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Provide a protected, dedicated 90-120-minute block (in grades K-3) and 2-4 hours of literacy instruction (in grades 4 and 5) for all students in self-contained classrooms (“The What,” p. 6)</p> <p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times</p> <p>Share professional learning at team and staff meetings</p> <p>Schedule time for collaborative planning teams within and across the curriculum</p> <p>(“The How,” p. 23)</p>	<p>Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively</p> <p>Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)</p> <p>Encourage teachers to share stories of success in the community, both online and through traditional outlets, such as grade-level and district collaboratives</p> <p style="text-align: center;">Maximize use of scheduled times for collaborative meetings</p> <p><input type="checkbox"/> Prepare agendas and action summaries for all meetings <input type="checkbox"/> Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <a href="http://www.lasw.org/index.html">http://www.lasw.org/index.html</a></p> <p>Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools</p> <p>(“The How,” p. 23)</p>

**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, including visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing/creating. (“The Why,” p. 41-43)

While these strategies are the cornerstones of literacy, it is important to note that research proves these areas must be integrated across the curriculum, assuring digital literacy is a component of the learning. The intended outcome is that students receive explicit literacy instruction across the curriculum with

the most important outcome being the reader’s ability to use the strategies flexibly and become proficient in self-monitoring for understanding and purposely use the strategies. (“The Why,” p. 41)

At Shoal Creek, teachers regularly incorporate literacy strategies into their literacy blocks; however, additional training is needed to provide teachers with strategies for how to incorporate these strategies into the other content areas. Additionally, there is not a uniform practice in place for evaluating current practices to determine areas for improvement in literacy instruction.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Identify and prioritize a list of students to be targeted for intervention or support</p> <p>Provide English language services that extend beyond the classroom.</p> <p>Provide family-focused services and outreach that engage parents and family members in literacy programs and services</p> <p>Include academic supports such as tutoring, cocurricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning</p> <p>Provide a literacy resource room for parents and caregivers in the school</p> <p>Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas</p> <p>(“The How,” p.24-25)</p>	<p>Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument) (“The What,” p. 6)</p> <p>Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge (“The What,” p. 6)</p> <p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p> <p>Enlist literacy learning in outside organizations</p> <p>Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google+, etc.)</p> <p>Establish a mentoring system for every student who needs additional support from both within the school and from the community</p> <p>(“The How,” p. 24-25)</p>

**E. Action: Optimize literacy instruction across all content areas**

**The Why?**

The integration of literacy skills into the content areas is more explicit in the

CCGPS. While there are still anchor standards to support narrative reading skills, CCGPS delineates reading skills that are essential in the comprehension of reading in the content areas. These skills include analyzing multiple accounts of the same event, skimming to locate key facts and findings, identifying main idea, using diagrams, and learning to decipher various features of text. As students acquire all of these literacy skills, they will be more capable to transfer these skills into educational settings and the workplace. (“The Why,” p. 48)

At Shoal Creek, teachers are adept at incorporating opportunities to read, write, and speak within the literacy block. Additional training is needed to provide teachers with strategies for teaching students how to analyze informational and visual texts. Additional materials are needed to support the inclusion of informational and literary texts in all content areas, especially science and social studies.

<b>Current Practices</b>	<b>Future Practices</b>
--------------------------	-------------------------

<p>Identify appropriate strategies to help ELs meet English language proficiency standards</p> <p>Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS</p> <p>Monitor literacy instruction across the curriculum through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formal and informal observations</li> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Student work samples</li> </ul> <p>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen</p> <p>("The How," p. 26-27)</p>	<p>Identify academic vocabulary that needs to be taught in each content area and across content areas (e.g., analyze, synthesize, etc.)</p> <p>Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., <a href="http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf">http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf</a>)</p> <p>Provide teachers with opportunities to coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom</p> <p>Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)</p> <p>Differentiate literacy assignments by offering student choice ("The What," p. 6)</p> <p>Provide professional learning on teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution) ("The What," p. 6)</p> <p>Identify a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Provide teachers with resources to provide variety and choice in reading materials and writing topics</p>
---	--

	<p>Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy</p> <p>("The How," p. 26-27)</p>
--	---

**F. Action: Enlist the community at large to support schools and teachers in the development of**

**college-and-career-ready students as articulate 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 plan, Georgia students will become sustaining, lifelong learners and contributors to their communities. (“The Why,” p. 26)

Shoal Creek has identified community partners, but strengthening these partnerships would allow us to provide our students with additional resources as well as access to adult mentors.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Celebrate academic successes publically through traditional and online media (“The What,” p. 7)</p> <p>Develop an agenda for each meeting to promote cooperation and communication among participants and the schools</p> <p>(“The How,” p. 9)</p>	<p>Evaluate the effectiveness of after-school tutoring programs and partner with community and faithbased groups to accommodate more students</p> <p>Ask local businesses to help heighten awareness about reading or literacy topics (e. g., a supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements)</p> <p>Invite people from other communities to speak to the advisory group</p> <p>(“The How,” p.9)</p>

**Building Block 2: Continuity of Instruction**

**A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)**

**The Why?**

Teachers, media specialist, and administrators must be competent advocates of promoting literacy. This involves helping students develop strategies and skills to access text and media, express written

ideas, communicate orally, and use various sources of information efficiently and effectively. (“The Why,” p. 31)

Current and applicable literacy data must be easily accessible to school personnel in order for it to drive decision making. All educators and instructional support personnel must be adequately trained to sort, aggregate, and/or synthesize data in order to make collaborative decisions that positively impact education. As a result of a consistent building level commitment to collaborative teams and the data team cycle, the use of these teams becomes a critical part in ensuring a consistent literacy focus across the curriculum. (“The Why,” p. 95-96)

Often overlooked, the Library Media Specialist (LMS) is the classroom teacher who promotes teaching reading and literacy skills. Involving the LMS in the plan for instruction will contribute ideas related to the wide variety of texts available in the media center and beyond. As part of the collaborative team, LMS and the classroom teacher can determine which reading comprehension strategies can help students improve their skills, with a growing focus on digital literacy. (“The Why,” p. 58)

At Shoal Creek, teachers meet with their collaborative teams weekly. While there is a school-wide emphasis on literacy and learning, there is not a shared vision that is communicated to teachers and stakeholders.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Plan and implement lessons that address the literacy needs of students</p> <p>Prepare agendas and action summaries for all meetings</p> <p>Study formative student assessment results and use the results to continue to adjust instruction</p> <p>(“The How” p. 29)</p>	<p>Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible</p> <p>Encourage teachers to share stories of success in the community and through school and teacher websites and blogs</p> <p>Collaborate with other using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc.</p> <p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>(“The How” p. 29)</p>

--	--

**B. Action: Support teachers in providing literacy instruction across the curriculum**

**The Why?**

Literacy demands in content areas are rigorous for all students, and CCGPS requires students to read and analyze a wide range of print and non-print materials. (“The Why,” p. 49) Supporting teachers by providing targeted and explicit professional learning to teach reading and writing across content areas and grade levels is paramount to the success of rigorous literacy instruction.

Shoal Creek has a plethora of digital resources available to support and sustain teacher professional learning and best practices when face-to-face or individualized training is not feasible (SLDS, Infinite Campus, My Big Campus, Schoolnet). This technology offers statewide access to resources, such as interactive blogs and wikis, and provides teachers with access to references, instructional tools, 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. However, teachers still need additional training in how to implement literacy strategies across all content areas. (“The Why,” p. 150)

**Current Practices**

**Future Practices**

<p>Discuss exemplary samples with students to model features of quality writing</p> <p>Make writing a required part of every class every day, using technology when possible</p> <p>Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)</p> <p>(“The How,” p. 29- 30)</p>	<p>Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects</p> <p>Implement appropriate strategies to help ELs meet English language proficiency standards</p> <p>Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS</p> <p>Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency</p> <p>Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media</p>
--	--

	<p>Identify and provide professional learning on the text structures most frequently used in texts of each content area</p> <p>Create and implement a school-wide writing rubric (“The What,” p. 7)</p> <p>Provide teachers with opportunities to model effective literacy strategies through collaborative teams or at faculty meetings (“The What,” p. 7)</p> <p>(“The How,” p. 29-30)</p>
--	--

**C. Action: Collaborate with supporting out-of-school agencies and organizations within the community**

**The Why?**

A comprehensive system of learning supports within the community complement literacy instruction within the school. A common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members in order to achieve Georgia’s goal for all students to become self-sustaining, lifelong learners and contributors to their communities. The Shoal Creek Strategic Plan is an excellent starting tool for developing community supports.

An example of out-of-school agency support includes the Youth Services at Georgia Public Library Service (GPLS). GPLS provides a myriad of services to improve the quality of children and families’ lives. The benefits of GPLS 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 reading.

(“The Why,” p. 9)

<b>Current Practices</b>	<b>Future Practices</b>
<p>Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need</p> <p>Identify and contact learning supports in the community that target student improvement (e.g.,</p>	<p>Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur</p> <p>Galvanize local capacity to support students and families in need by seeking to create additional</p>

<p>tutoring, mentoring, out-of-school programming)                  (“The What,” p. 8)</p> <p>Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments</p> <p>Establish a mentoring system from within and outside the school for every student who needs additional support</p> <p>Develop a homework hotline staffed by volunteer teachers and community leaders</p> <p>(“The How,” p. 32-33)</p>	<p>partnerships with local businesses and service organizations (“The What, p. 8)</p> <p>Advocate for new capacity in the community to help students and families</p> <p>Pursue additional funding sources for specialized literacy staff and materials</p> <p>Evaluate all available funding sources to determine what can be leveraged to support literacy efforts</p> <p>Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders</p> <p>Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)</p> <p>Provide English language services that extend beyond the classroom, including incorporating more parent resources in the students’/parents’ home language</p> <p>(“The How,” p. 32-33)</p>

**Building Block 3. Ongoing formative and summative assessments**

**A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction**

**The Why?**

Effective reading and writing instruction requires both summative and formative assessments. Timing is crucial to a comprehensive assessment plan. According to the Center on Instruction 2009, it is essential that educators screen students three times during the year in order to determine students' initial level of understanding, to plan for interventions, to adjust instruction based on student progress, and to serve as a summative evaluation. (Torgesen & Miller, 2009, p. 16, as cited in "The Why," p. 5)

At Shoal Creek, we have worked to incorporate various screeners throughout the school year to monitor student progress. While students in grades 3-5 currently take the Scholastic Reading Inventory (SRI) three times per year, teachers need additional training on how to interpret the results of the SRI and how to match interventions to student needs.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment</p> <p>Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans</p> <p>("The How," p. 33)</p>	<p>Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format ("The What," p. 8)</p> <p>Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools</p> <p>Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities ("The What," p. 8)</p> <p>Identify and purchase assessment and intervention materials aligned with students' needs</p> <p>Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording</p> <p>Provide ongoing training in the data teams protocol to ensure that teachers are able to effectively analyze and make use of student data</p> <p>Have all materials and procedures in place prior to start of the school year</p>

	("The How," p. 33-34)
<b>B. Action: Use universal screening and progress monitoring for formative assessment</b>	
<p><b>The Why?</b></p> <p>The Literacy Task Force emphasizes the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that permits 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 interpret the data and determine the best course of instructional action. ("The How," p. 34)</p> <p>While teachers and administrators at Shoal Creek have received initial training in the use of universal screeners, additional training is necessary to enable teachers to make use of the data provided by the universal screeners.</p>	
<b>Current Practices</b>	<b>Future Practices</b>

<p>Analyze student data in teacher teams to develop and adjust instructional plans (“The What,” p. 8)</p> <p>Acknowledge staff’s efforts to improve their use of assessment data to inform instruction</p> <p>Use universal screeners three times per year to monitor student progress</p> <p>Use district-wide formative assessments (benchmarks) multiple times per year to monitor student proficiency on grade level standards</p> <p>(“The How,” p. 35)</p>	<p>Identify literacy skills needed to master CCGPS in each content</p> <p>Provide professional learning to teachers in how to analyze the results of universal screeners to determine which literacy skills students need interventions for</p> <p>Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)</p> <p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording</p> <p>Make data-driven budget decisions aligned with literacy priority</p> <p>Purchase intervention materials to support instruction based on identified student needs (“The What,” p. 8)</p> <p>(“The How,” p. 35)</p>
--	--

**C. Action: Use diagnostic assessment to analyze problems found in literacy screening**

**The Why?**

Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. Problems found in literacy screenings are followed up by diagnostic assessments that guide placement and/or inform instruction in intervention programs. The plan promotes the use of 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.

In order to effectively teach reading and writing, there must be a combination of quality summative and formative assessments. The assessments identify areas where additional instruction is needed, but there must be a separate component that addresses how to instruct children and provide effective feedback. (“The Why,” p. 5)

While teachers at Shoal Creek routinely use formative assessments, such as universal screeners and district-wide benchmarks, additional training is needed to help teachers identify what instructional practices and interventions will provide students with gains in areas of improvement.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Use diagnostic assessments, such as SRI, Early STAR, and benchmarks, to analyze areas of weakness</p> <p>Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals</p> <p>Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals</p> <p>(“The How,” p. 37)</p>	<p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards</p> <p>Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness)</p> <p>Use technology to share relevant student progress data with families in an easily interpreted format</p> <p>Provide professional learning for teachers in understanding the data provided by the diagnostic assessments</p> <p>Continue to use diagnostic screeners multiple times per year (“The What,” p. 9)</p> <p>(“The How,” p. 37)</p>

**D. Action: Use summative data to make programming decisions as well as to monitor individual student progress**

**The Why?**

Shoal Creek recognizes the need for a deliberate and comprehensive plan for assessment. We currently utilize universal screeners, benchmarks, and state-level summative assessments to determine student progress on grade level standards. While the use of these assessments is routine, additional professional learning is needed to help teachers determine how that data affects instruction and to determine the effectiveness of interventions. (“The Why,” p. 5 - Introduction)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both summative and formative, serve as the foundation for Pre-K – 12 literacy. Shoal Creek has a comprehensive school improvement plan that has used relevant data to analyze strengths and weaknesses, allowing the school to make decisions about improvement. The process for change and improvement is an important component in a school’s plan. (“The Why,” p. 5.C)

<b>Current Practices</b>	<b>Future Practices</b>
<p>During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students</p> <p>Disaggregate data to ensure the progress of subgroups (“The What,” p. 9)</p> <p>Plan lessons, re-teaching, and intervention activities that target areas of need</p> <p>Apply protocols for looking at student assessments and evaluating student progress (“The What,” p. 9)</p> <p>(“The How,” p. 37)</p>	<p>Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning</p> <p>Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement.</p> <p>Ensure that students are appropriately placed in specific programs</p> <p>Use data to guide the purchasing of intervention and instructional materials</p> <p>Provide additional professional learning to ensure that teachers know how to analyze data to monitor student progress</p> <p>(“The How,” p. 37)</p>

**Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)**

**The Why?**

All appropriate staff members should have access to data and follow the established protocol for making decisions to identify the instructional needs of students. By facilitating the collection and use of high quality student-level information, data 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. Rockdale County Public Schools, and by extension Shoal Creek Elementary, utilizes the State Longitudinal Data System (SLDS) for collecting and analyzing student data, including student

growth percentiles. Teachers and administrators have attended informational sessions regarding the use of SLDS, but additional training is needed to provide teachers with the necessary skills to utilize this resource. (“The Why,” p. 5.L)

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. One of the elements of standards-based classroom learning schools should identify common formative assessments and a common protocol for analyzing and recording student progress. (“The Why,” p. 6.D.1) Shoal Creek uses district-wide formative assessments (benchmarks) in monitoring student progress. However, additional professional learning is needed to help teachers in analyzing the data from these formative assessments and in adjusting instructional strategies to meet the students’ identified needs.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Review protocols at beginning of meetings</p> <p>Use formative and summative assessments to monitor student progress and identify areas of improvement</p> <p>Provide teachers with access to a longitudinal data system (SLDS) where they can view historical data (“The What,” p. 9)</p> <p>Develop a data storage and retrieval system (“The How,” p. 38)</p>	<p>Define roles and responsibilities for team members – including, but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Central office</li> <li><input type="checkbox"/> Building administrators</li> <li><input type="checkbox"/> General education teachers</li> <li><input type="checkbox"/> Teachers of students with special needs (SWD, EL, gifted)</li> </ul> <p>Schedule collaborative planning time for data meetings at a minimum of once/month</p> <p>Provide ongoing training in the use of a data teams protocol (“The What,” p. 9)</p> <p>Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities</p> <p>Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers</p> <p>Using online options to continue to train new members of the meetings in the expectations and function of the established protocols</p> <p>Provide ongoing training in the use of the data storage and retrieval system (such as SLDS) (“The What,” p. 9)</p> <p>(“The How,” p.39)</p>

--	--

**Building Block 4. Best Practices in Literacy Instruction**

**A. Action: Provide direct, explicit literacy instruction for all students**

**The Why?**

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
- 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 motivated (“The Why,” p. 131)

Each day, students should participate in a balanced literacy block that includes a variety of reading and writing experiences. At Shoal Creek, administrators currently monitor teachers’ instructional practices through walk-throughs and lesson plans. However, using a literacy instruction checklist, such as the one provided by the GA DOE, during walk-throughs would provide for consistency in literacy instruction across all grade levels and classrooms.

<b>Current Practices</b>	<b>Future Practices</b>
--------------------------	-------------------------

<p>Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)</p> <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings</p> <p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p> <p>("The How," p.40)</p>	<p>Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction</p> <p>Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs</p> <p>Provide teachers with opportunities to share best practices during collaborative meetings (both in-school and district-wide) as well as during faculty meetings</p> <p>Collaborate with and obtain additional support from other educators who on</p>
--	---

	<p>differentiated instruction via online communities of educators</p> <p>Provide teachers with opportunities to observe master teachers (both in-building and in-district) either in person or via technology</p> <p>Provide ongoing professional learning in literacy strategies, especially in the inclusion of those strategies in all content areas</p> <p>Research, purchase, and provide training on a core literacy program ("The What," p. 9)</p> <p>("The How," p. 40)</p>
--	---

**B. Action: Ensure that students receive effective writing instruction across the curriculum**

### **The Why?**

Writing demands for the 21<sup>st</sup> century are increasing in schools and in workplaces, demanding effective communication skills. All content areas in Georgia have writing components defined in the expectations, as outlined in the Common Core. The implementation of strong writing programs is crucial to a literacy initiative. (“The Why,” p. 2.C)

The following are effective instructional and assessment strategies for writing:

- 1) Require all students, especially those less experienced, to write extensively so they can be comfortable writing extended prose in elementary school and writing essays in high schools and college. Create writing assessments that ask students to interpret and analyze a variety of texts and to write in various genres.
- 2) Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
- 3) Foster collaborative writing processes.
- 4) Include the writing formats of new media as an integral component of writing. (NCTE, 2008 p.5)

At Shoal Creek, 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.

Shoal Creek recognizes that writing is important in order for students to be successful in their educational and career aspirations. In order to support student progress, Shoal Creek has identified the need for a school-wide writing rubric to identify areas of weakness and to monitor student progress in attaining grade level goals.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include: (“The What,” p. 10)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Independent practice</li> </ul> <p>(“The How,” p.42)</p>	<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (“The What,” p. 10)</p> <p>Provide professional learning on best practices in writing instruction in all subject areas, including how to use technology to support student writing</p> <p>Create a school-wide writing rubric in order to provide for consistent expectations and instruction across grade levels and classrooms</p> <p>(“The How,” p.42)</p>

**C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.**

**The Why?**

The need for extended time for literacy instruction has been recognized in numerous sources including Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Board of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. The CIERA researchers, Taylor, et.al., found that the most effective elementary schools provided an average of 60 minutes per day of small ability grouped instruction, which provided opportunities for differentiation beyond the regularly scheduled literacy block. (“The Why” p.58)

Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and should be integrated into subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content area classes. In order for students to be prepared for middle school, writing instruction should be extended across all elementary programming. (“The Why,” p.58)

Shoal Creek recognizes the connection between instruction and student engagement, as outlined in “The Why” document. We have been designated as a STEAM (science, technology, engineering, arts, and mathematics) school, which has necessitated the need to integrate all of these areas across all classes and grade levels. The STEAM focus has helped Shoal Creek staff to begin incorporating opportunities for students to collaborate with peers, to make choices in their learning, and to integrate technology into the school day (“The Why, p. 2.L). However, additional resources and professional learning in how best to engage and motivate students are still needed.

**Current Practices**

**Future Practices**

<p>Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)</p> <p>Ensure that incentive programs, if used, are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not tied to grades</li> <li><input type="checkbox"/> Incentives are minimal and are connected to reading, such as books</li> </ul> <p>Teachers should be made to understand the need for any or all of the following:</p> <ul style="list-style-type: none"> <li>• Providing students with opportunities to self-select reading material and topics for research</li> <li>• Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives</li> </ul> <p>("The How," p.41)</p>	<p>Increase access to texts that students consider interesting by purchasing print and electronic materials for both the media center and classroom libraries</p> <p>Provide teachers with professional learning on how to scaffold students' background knowledge and competency in navigating content area texts</p> <p>Provide professional learning on how to creatively use technology within the learning process to promote engagement and relevance</p> <p>Purchase relevant technology (such as e-readers, electronic texts, etc.) to promote student engagement and to support the learning process</p> <p>("The How," p. 41)</p>
---	---

**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 (see Section 3. E.)**

**The Why?**

Schools have the responsibility of implementing scientifically validated interventions that efficiently and effectively offer students opportunities to be successful (Wright, 2007). According to Regional Educational Laboratory Southeast (REL), "Interventions designed to provide support to teachers can have impacts at two levels: Teacher practices and student outcomes" (Lewis et al., 2007). Thus, professional learning in intervention strategies must be aligned with the needs of the students and the goals of the schools' leadership team. ("The Why," p. 6)

In an article for the RTI Network, Lynn Fuchs of Vanderbilt University states that the necessary elements of progress monitoring include collecting data frequently, tracking student growth, and using data to help determine the effectiveness of an intervention ("The Why," p.126) Additionally, the role

of progress monitoring in RTI is to determine whether or not the prevention is effective, to design individualized instruction programs, and to determine the student’s response to “tertiary prevention” (Fuchs, Retrieved Jan, 2011, as cited in “The Why,” p. 5.B)

At Shoal Creek, we recognize the need for an effective RTI system to support the needs of all students. Currently, there is an RTI process in place, but additional training is needed in instructing teachers on appropriate strategies for the different tiers.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Develop protocols for identifying students and matching them to the appropriate intervention</p> <p>Monitor results of formative assessment to ensure students are progressing</p> <p>Schedule grade-level data-analysis team meetings</p> <p>(“The How,” p.43)</p>	<p>Budget for recurring costs of data collection, intervention materials, and technology used for implementation</p> <p>Provide teachers with ongoing professional learning in how to use data to identify student needs in regards to RTI</p> <p>Provide teachers with professional learning in appropriate instructional strategies for students in various tiers</p> <p>Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration</p> <p>Purchase, train and implement data collection in relation to interventions (“The What,” p. 11)</p> <p>(“The How,” p.43)</p>

**B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)**

**The Why?**

Interventions at Tier 1 include 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 1 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 a critical element of all classroom learning environments. The teacher’s ability to identify areas of focus, scaffold the learning for the individual

to reach the expectation, and support the solidification of new learning behaviors is vital to student success. (“The Why,” p. 6.B)

Shoal Creek integrates all content areas through the implementation of the STEAM initiative. Teachers are provided with strategies to apply effective questioning techniques, in addition to creating a variety of formative assessments reflecting Blooms taxonomy as well as Weber’s DOK levels. The teachers at Shoal Creek go over and above to check for student mastery, a variety of hands on projects and activities developed through STEAM lesson plans are utilized daily.

Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program. (“The Why,” p.6.D.1)

Current Practices	Future Practices
-------------------	------------------

<p>Ensure adequate time for planning and implementing flexible grouping based on students' learning needs</p> <p>Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms</p> <p>Promote the formation of professional learning communities with protected meeting times ("The What," p. 11)</p> <p>("The How," p. 43-44)</p>	<p>Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, etc.)</li> </ul> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting</li> <li><input type="checkbox"/> School -wide understanding of assessment data and anticipated levels of student mastery during the</li> </ul> <p>Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) through lesson plans and walk-throughs</p> <p>Purchase additional screeners (such as DIBELS and a formative writing assessment) to monitor student progress</p> <p>("The How," p. 43-45)</p>
--	---

<b>C. Action: Implement Tier 2 needs-based interventions for targeted students</b>

**The Why?**

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. A series of interventions are provided. 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 provider. 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 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. (“The Why,” p. 6B)

Shoal Creek has a RTI coordinator who organizes the intervention strategies to best fit each individual student in the Tier 2 process. By utilizing accurate interventions, students are monitored on their specific progress. However, there is a need for a plan to provide professional learning for interventionists on: diagnosis of reading difficulties, direct, explicit instructional strategies to address difficulties, charting data, and graphing progress. Teachers also need training in documenting data points to monitor student response to intervention in order to provide the precise support for student progress and growth.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para- educators)</p> <p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)</p> <p>Monitor student movement between T1 and T2</p> <p>(“The How,” p.45)</p>	<p>Plan and provide professional learning for interventionists on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate use of supplemental and intervention materials</li> <li><input type="checkbox"/> Diagnosis of reading difficulties</li> <li><input type="checkbox"/> Direct, explicit instructional strategies to address difficulties</li> <li><input type="checkbox"/> Charting data</li> <li><input type="checkbox"/> Graphing progress</li> </ul> <p>Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions</p> <p>Ensure effectiveness of interventions by:          (“The What,” p. 12)</p> <ul style="list-style-type: none"> <li>• Building sufficient blocks of time into the daily schedule</li> <li>• Providing adequate space conducive to learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that they are provided by competent, well-trained teachers</li> </ul> <p>Purchase additional intervention resources to meet the needs of students</p> <p>Provide professional learning on intervention strategies (“The What,” p. 12)</p> <p>(“The How,” p. 45)</p>
<p><b>D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly</b></p>	
<p><b>The Why?</b></p> <p>Once a student is moved to Tier 3, the data team will confirm 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. (“The Why,” p. 6.D)</p> <p>Shoal Creek teachers and staff provide intensive skill interventions for all Tier 3 students. Students in Tier 3 participate in a systematic screening process in order to clearly identify the appropriate interventions and resources which need to be provided for each individual student. Resource teachers as well as ELL teachers work with identified students in small group settings to provide additional support as well as work collaboratively with the classroom teachers.</p>	
<p><b>Current Practices</b></p>	<p><b>Future Practices</b></p>

<p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss students in T3 who fail to respond to intervention</li> <li><input type="checkbox"/> Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance</li> <li><input type="checkbox"/> Ensure that interventionist has maintained fidelity to intervention protocol prior to referral</li> <li><input type="checkbox"/> Verify implementation of proven interventions.</li> </ul> <p>Continue to ensure that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> students move into and out of T2 and T3</li> <li><input type="checkbox"/> Data is used to support response to intervention</li> </ul> <p>Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for teamtaught instruction)</p> <p>("The How," p.46)</p>	<p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:</p> <p>Ensure that interventionist has maintained fidelity to intervention protocol prior to referral ("The What," p. 12)</p> <p>Provide professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance</p> <p>IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards</p> <p>Purchase additional resources to meet the needs of students in Tier 3</p> <p>("The How," p.46)</p>
<p><b>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</b></p>	

**The Why?**

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 layer 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," p. 134138)

At Shoal Creek all students who have an IEP are assigned a case manager who works with the student directly in order to provide the resources and accommodations the student must have in order to be successful. Communication with parents and students is a continuous effort and a very effective strategy to assist the student in their learning style. IEP meetings are scheduled regularly to ensure fidelity of implementation and progress of each student. Shoal Creek is also the home for EBD (Emotional Behavior Disorder) students as well as Autistic students. Highly trained and certified teachers and para-professionals provide the special needs these classes require in order to promote a safe classroom environment where learning is on-going and engaging for all students.

Current Practices	Future Practices
-------------------	------------------

<p>Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for teamtaught instruction)</p> <p>IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards</p> <p>("The How," p.47)</p>	<p>Ensure that building and system administrators are familiar with funding formulas affecting students in special programming ("The What," p. 13)</p> <p>Assign a case manager to each student with (IEP) so that communication with student and parents is continuous and efficient</p> <p>Create a system of checks and balances to ensure fidelity of implementation and progress of student subgroups</p> <p>Provide ongoing training to interventionists on proven methods for meeting the needs of students in Tier 4</p> <p>("The How," p.47)</p>
---	---

**Building Block 6. Improved Instruction through Professional Learning**

**A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom**

**The Why?**

The NASBE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006)*, stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the postsecondary level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. ("The Why," p. 7.E)

Shoal Creek partners regularly with local colleges and career readiness schools in order to provide educational experiences in our school. Shoal Creek has hosted a number of student teachers who have

continued their educational goals by moving on to be classroom teachers at Shoal Creek as well as other schools in Rockdale County. In addition to hosting student teachers, Shoal Creek offers a comprehensive approach to providing support and guidance to all new teachers. Monthly meetings, mentoring, collaborative planning sessions, and daily conversations are benefits of the TSS program. Teacher Support Specialists are highly trained, motivated veteran teachers who are identified as leaders and who work as mentors to all new teachers in the building. Rockdale County also offers the TIPS professional learning meetings for all new teachers new to the county each year. As veteran teachers turn towards retirement, it is imperative more teachers are certified and trained to become mentor teachers and Teacher Support Specialist.

<b>Current Practices</b>	<b>Future Practices</b>
<p>Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy</p> <p>("The How," p. 48)</p>	<p>Create partnerships with local colleges and universities in order to revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas</p> <p>Develop revised evaluation instruments for pre-service teachers</p> <p>Create partnerships with local colleges and universities in order to host pre-service teachers at Shoal Creek</p> <p>Include pre-service (student teachers) who are being hosted at Shoal Creek in ongoing professional learning provided to the rest of the staff</p> <p>("The How," p. 48)</p>

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

**The Why?**

At Shoal Creek, all administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas. According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the instructional coach provided are seen by teachers as imperative.

Administrators are further needed to support instruction through scheduling enough time for teachers and instructional coaches to collaborate and participate in professional learning. (“The Why,” p. 7.3.C)

At Shoal Creek, the administration supports teachers by providing professional learning during collaborative meetings and by monitoring teacher attendance at district content area collaboratives.

However, additional professional learning is needed to help teachers incorporate research-based instructional strategies into all content area classes.

**Current Practices**

**Future Practices**

<p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Encourage every teacher to develop a professional growth plan based on a selfassessment of professional learning needs</p> <p>Hire an instructional coach to provide site-based support for staff</p> <p>Encourage all teachers to share information learned at professional learning sessions</p> <p>(“The How,” p. 48-49)</p>	<p>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</p> <p>Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth</p> <p>Include paraprofessionals, support staff, pre-service teachers assigned to our school, and interventionists in professional learning opportunities (“The What,” p. 13)</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring</p> <p>Provide opportunities for teachers to practice techniques in non-threatening situations</p> <p>Utilize a literacy checklist in walk-throughs and to inform coaching opportunities (“The What,” p. 13)</p> <p>Encourage teachers to share best practices at district- and school-level collaborative</p> <p>(“The How,” p. 48-49)</p>
--	---

**Analysis and Identification of Student and Teacher Data**

Shoal Creek Elementary used the analysis of relevant data along with the literacy needs assessment to develop the goals and objectives identified in the Project Plan section.

Shoal Creek Elementary has over the past two years increased the percentage of students Meeting/Exceeding the standard in reading while the subgroups have not improved. However, gaps still exist in all content areas and all students need improvement in the Exceeding category. Of particular concern is the weak performance of ED and SWD subgroups in writing. We also recognize that the weak performance of all grade levels on the science and social studies sections of the CRCT denotes a weakness in students’ ability to comprehend informational texts.

**A. Assessments by Grade Level**

**CRCT by Grade Level**

School Year	Subject	Grade Level	Did Not Meet	Meets/Exceeds
<b>2013-2014</b>	<b>Reading</b>	03	4%	96%
		04	10%	90%
		05	5%	95%
	<b>ELA</b>	03	6%	94%
		04	11%	89%
		05	4%	96%
	<b>Science</b>	03	14%	86%
		04	20%	80%
		05	20%	80%
	<b>Social Studies</b>	03	8%	92%
		04	25%	75%
		05	23%	77%
<b>2012-2013</b>	<b>Reading</b>	03	12%	88%
		04	8%	92%
		05	15%	85%
	<b>ELA</b>	03	15%	85%
		04	13%	87%
		05	8%	92%
	<b>Science</b>	03	17%	83%

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Analysis and Identification of Student and Teacher Data

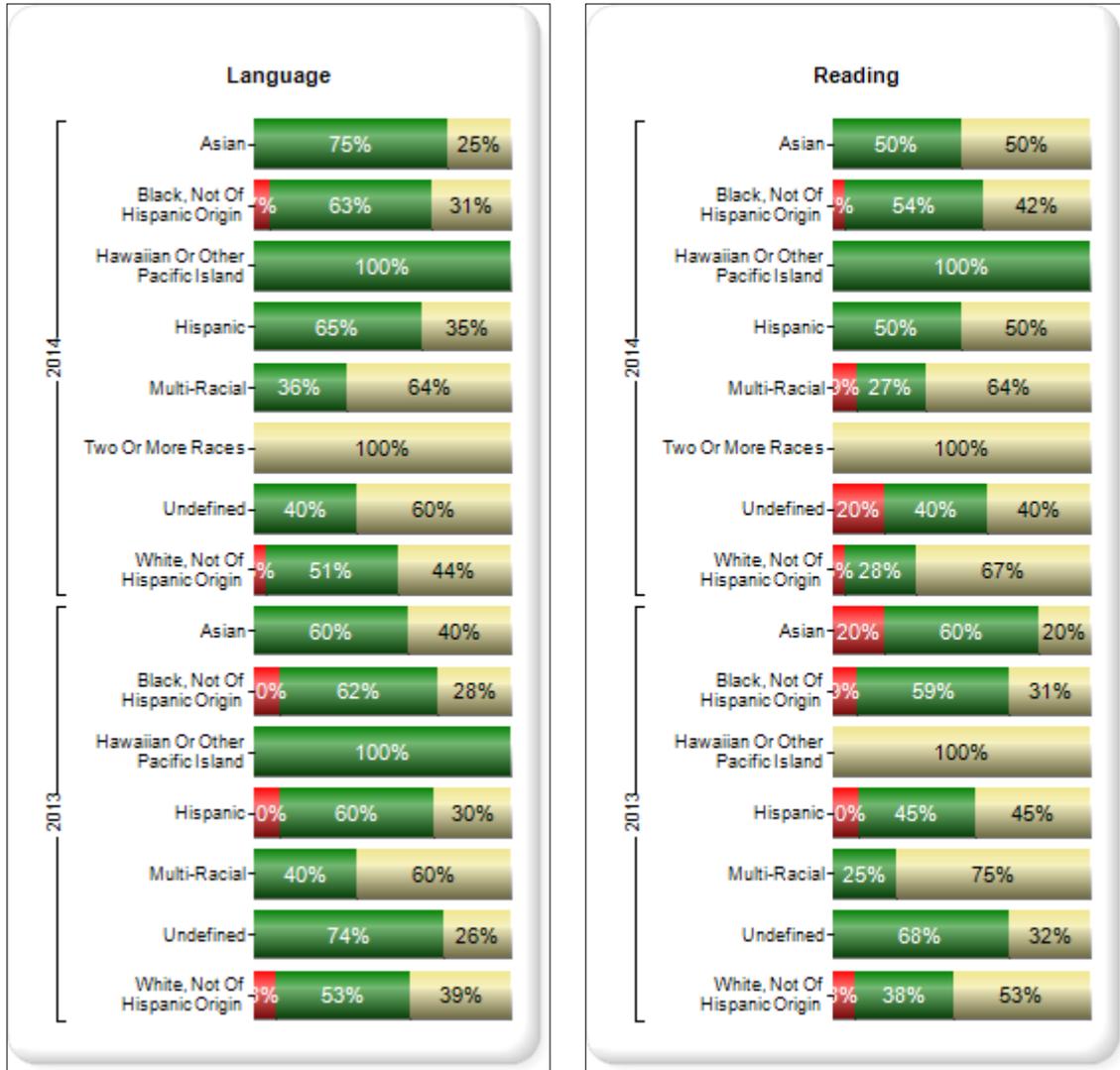
		04	15%	85%
		05	31%	69%
	<b>Social Studies</b>	03	17%	83%
		04	22%	78%
		05	30%	70%

**Georgia Writing Assessment for Fifth Grade**

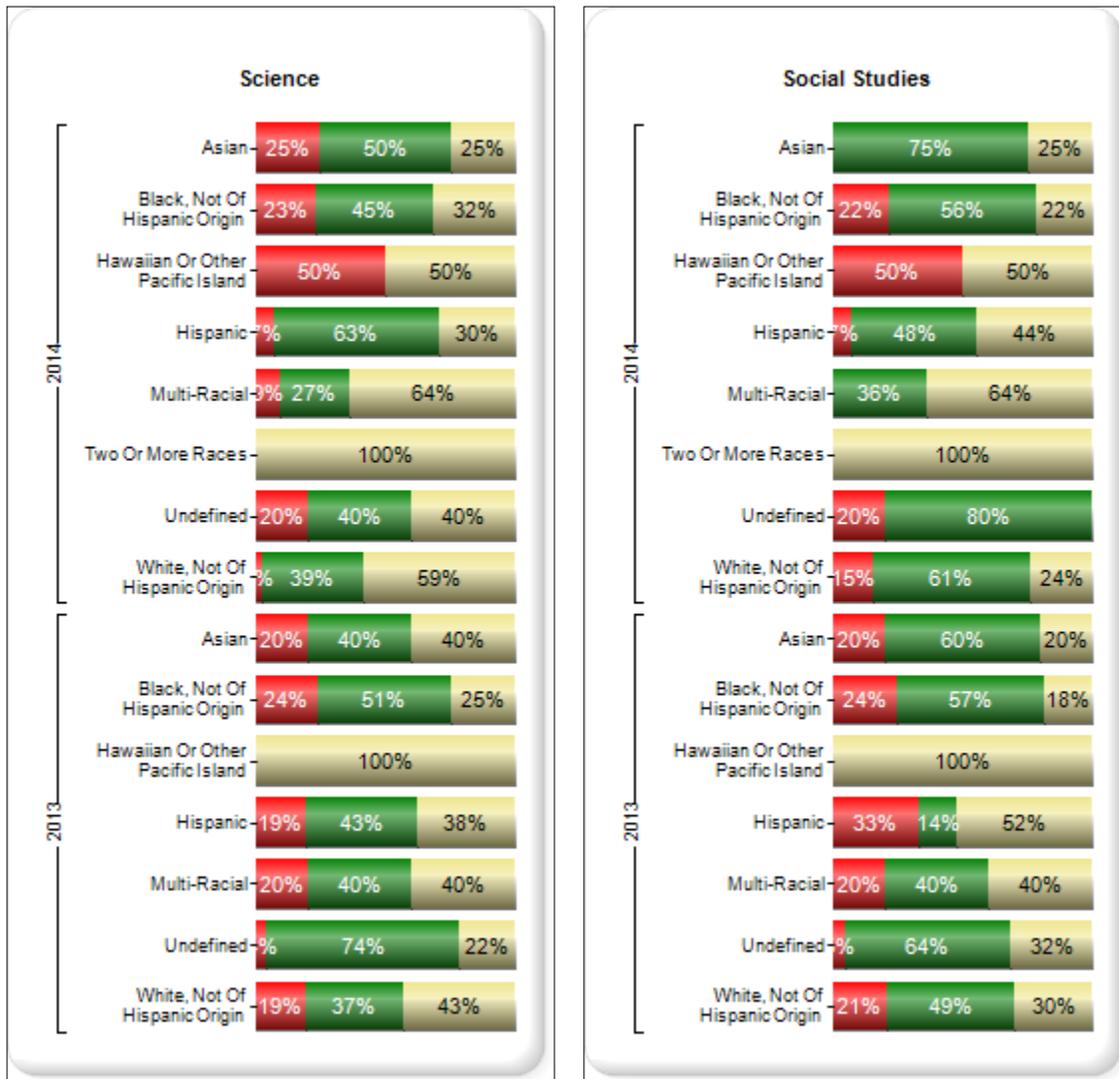
<b>School Year</b>	<b>Subgroup</b>	<b>Did Not Meet</b>	<b>Meets/Exceeds</b>
<b>2013-2014</b>	Total Population	15%	85%
	<i>SWD</i>	40%	60%
	Non-SWD	12%	88%
	<i>ED</i>	48.6%	51.4%
	Non-ED	14%	86%
	White	6%	94%
	Black	16%	84%
	Hispanic	22.2%	77.8%
	Asian	100%	
<b>2012-2013</b>	Total Population	23%	77%
	<i>SWD</i>	77%	23%
	Non-SWD	17%	83%
	<i>ED</i>	27%	73%
	Non-ED	18%	82%
	White	28%	72%
	Black	21%	79%
	Hispanic	40%	60%
	Asian		100%

**B. Disaggregated Data**

**Ethnicity Data by Grade Level**



Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Analysis and Identification of Student and Teacher Data



**Students with Disabilities (CRCT)**

School Year	Subject	Subgroup	Did Not Meet	Meets/Exceeds
2013-2014	Reading	SWD	19%	81%
		Non-SWD	5%	95%
	ELA	SWD	28%	72%
		Non-SWD	4%	96%
	Science	SWD	47%	53%
		Non-SWD	15%	85%
	Social Studies	SWD	50%	50%
		Non-SWD	15%	85%
2012-2013	Reading	SWD	38%	62%

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Analysis and Identification of Student and Teacher Data

		Non-SWD	10%	90%
	ELA	<i>SWD</i>	36%	64%
		Non-SWD	8%	92%
	Science	<i>SWD</i>	64%	36%
		Non-SWD	15%	85%
	Social Studies	<i>SWD</i>	68%	32%
		Non-SWD	16%	84%

**Socio-Economic Status (CRCT)**

School Year	Subject	Subgroup	Did Not Meet	Meets/Exceeds
2013-2014	Reading	<i>ED</i>	5%	95%
		Non-ED	3.5%	96.5%
	ELA	<i>ED</i>	6.8%	93.2%
		Non-ED	1.2%	98.8%
	Science	<i>ED</i>	20.7%	79.3%
		Non-ED	11.5%	88.5%
	Social Studies	<i>ED</i>	20.7%	79.3%
		Non-ED	13.8%	86.2%
2012-2013	Reading	<i>ED</i>	10.2%	89.8%
		Non-ED	5.6%	94.4%
	ELA	<i>ED</i>	10.7%	89.3%
		Non-ED	4.6%	95.4%
	Science	<i>ED</i>	23%	77%
		Non-ED	17.9%	82.1%
	Social Studies	<i>ED</i>	26.1%	73.9%
		Non-ED	16.4%	83.6%

**C. Identified Strengths and Weaknesses**

**Strengths**

The school's SWD population's performance is comparable to regular education peers in math and reading. A large percentage of the school's population Meets/Exceeds standards on reading, ELA and math, which is a testament to our teachers' continued efforts to meet the needs of the students.

**Weaknesses**

The students' in grades three, four, and five, represent a significant weakness in science and social studies, which indicates their struggle with informational texts. Additionally, SCE's ED and SWD subgroups underperform their peers, especially in science and social studies, where ED and SWD students have approximately a double-digit deficit in comparison to their peers. Our Black subgroup also

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Analysis and Identification of Student and Teacher Data

continues to have an increased number of students score in the Did Not Meets category as compared to the other racial subgroups.

**D and E. Teacher Data**

**Teacher Data**

		<b>Administrators</b>	<b>Paraprofessionals</b>	<b>Teachers</b>
<b>Personnel</b>	Full-time	2	5	49
	Part-time	0	16	2
<b>Gender</b>	Male	1	3	3
	Female	1	18	48
<b>Race</b>	Asian	0	0	0
	Black	2	7	18
	White	0	12	31
	Hispanic	0	1	1
	Multi-racial	0	1	1
<b>Certificate Level</b>	Level 4		20%	30%
	Level 5	50%		61%
	Level 6	50%		7%
	Level 7			2%
<b>Years of Experience</b>	<3 years		5	10
	4-19 years	2	16	36
	>20 years			5
<b>Average Years of Experience</b>		15	13	10

**G. District-Prescribed Data**

**Universal Screeners (SRI)**

<b>School Year</b>	<b>Grade Level</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2014-2015</b>	3	50%	26%	24%	1%
	4	50%	17%	24%	9%
	5	34%	37%	25%	3%
<b>2013-2014</b>	3	100%			
	4	51%	35%	9%	5%
	5	43%	45%	10%	2%

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Analysis and Identification of Student and Teacher Data

<b>2012-2013</b>	3	100%			
	4	50%	50%		
	5	100%			

**Benchmark Assessments** (*% of meets/exceeds*)

School Year	Grade Level	Subject	Benchmark 1	Benchmark 2	Benchmark 3
<b>2014-2015</b>	<b>1</b>	English/Language Arts	91%		
		Science			
	<b>2</b>	English/Language Arts	79%		
		Science			
	<b>3</b>	English/Language Arts	75%		
		Science	75%		
	<b>4</b>	English/Language Arts	75%		
		Science	75%		
<b>5</b>	English/Language Arts	84%			
	Science	80%			
<b>2013-2014</b>	<b>1</b>	English/Language Arts		85%	86%
		Science			
	<b>2</b>	English/Language Arts		84%	90%
		Science			
	<b>3</b>	English/Language Arts	88%	75%	80%
		Science	73%	77%	89%
	<b>4</b>	English/Language Arts	57%	77%	80%
		Science	83%	73%	81%
	<b>5</b>	English/Language Arts	80%	79%	71%
		Science	84%	87%	89%

**F. Goals and Objectives**

<b>Goal 1:</b> Increase the percentage of students scoring at or above a Lexile level of 650 for third grade, 750 score for fourth grade, and 850 score for fifth grade students.	<b>Goal 2:</b> Students in all grades will meet or exceed on the GA Milestones Reading and ELA Assessments	<b>Goal 3:</b> Students in grades 3, 4, and 5 will meet or exceed in the Writing section of the GA Milestones Assessment.
<b>Objective 1: Administration will demonstrate commitment to learn about and support evidence based literacy instruction in his/her school. ("The What" p. 5)</b>		
<b>Objective 2: Ensure that students receive effective writing instruction across the curriculum.</b>		
<b>Objective 3: Ensure a consistent literacy focus by supporting teachers in providing literacy instruction across the curriculum. ("The How" p. 29)</b>		
<b>Objective 4: Use universal screening and progress monitoring for formative assessments</b>		
<b>Objective 5: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.</b>		
<b>Objective 6: Ensure that pre-service education prepares new teachers for all the challenges of the classroom.</b>		

**H. Professional Learning**

All teachers participate in weekly PLC collaborations and monthly professional learning faculty meetings. 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 collaborative are required of all teachers.

**A, B, and C: Implementation Plan**

Shoal Creek Elementary School goals, objectives, and tasks are informed by the research and Building Blocks in the “What” and “Why” documents.

<p><b>Goal 1:</b> Increase the percentage of students scoring at or above a Lexile level of 650 for third grade, 750 score for fourth grade, and 850 score for fifth grade students.</p>	<p><b>Goal 2:</b> Students in all grades will meet or exceed on the GA Milestones Reading and ELA Assessments</p>	<p><b>Goal 3:</b> Students in grades 3, 4, and 5 will meet or exceed in the Writing section of the GA Milestones Assessment.</p>
<p><b>Objective 1: Administration will demonstrate commitment to learn about and support evidence based literacy instruction in his/her school.</b> (“The What” p. 5)</p> <ul style="list-style-type: none"> <li>• Action 1: Provide time and support for staff to participate in job embedded professional learning. (“The How” p. 20)</li> <li>• Action 2: Schedule regular meetings of the Literacy Leadership Team. (“The How” p. 20)</li> <li>• Action 3: Conduct literacy walk through to monitor use of literacy strategies, student engagement and learning. (“The How” p. 20)</li> </ul>		
<p><b>Objective 2: Ensure that students receive effective writing instruction across the curriculum.</b></p> <ul style="list-style-type: none"> <li>□ Action 1: Increase writing time in all content areas</li> <li>• Action 2: Develop a coordinated plan for writing instruction across all subject areas to include: Explicit Instruction, Guided Practice, and Independent Practice (“The How” p. 42)</li> <li>• Action 3: Provide professional learning on best practices in writing instruction in all subject areas. (“The How” p. 42)</li> <li>• Action 4: Design a vertical writing plan consistent with CCGPS. (“The How” p. 42)</li> <li>• Action 5: Create and implement a school-wide writing rubric to ensure consistent expectations.</li> </ul>		
<p><b>Objective 3: Ensure a consistent literacy focus by supporting teachers in providing literacy instruction across the curriculum.</b> (“The How” p. 29)</p> <ul style="list-style-type: none"> <li>• Action 1: Provide complex texts appropriate to grade level and adjusted to the needs of individual students through a variety of resources (books, computers, e-readers)</li> <li>• Action 2: Purchase updated science and social studies materials for all grade levels</li> <li>• Action 3: Teach academic vocabulary in all subject areas using a commonly adopted systematic procedure. (“The How” p. 30)</li> <li>• Action 4: Identify the concepts and skills student need to meet expectation on CCGPS. (“The How” p.30)</li> <li>• Action 5: Provide ongoing professional learning to all staff members in the best practices for literacy instruction.</li> </ul>		

<p><b>Objective 4: Use universal screening and progress monitoring for formative assessments</b></p> <ul style="list-style-type: none"> <li>□ Action 1: Use data to identify students needing intervention.</li> <li>• Action 2: Include assessment measures to identify high achieving/advanced learners who would benefit from advanced work. (“The How” p. 36)</li> <li>• Action 3: Identify diagnostic assessments that isolate the component skills needed for mastery of literacy standards. (“The How” p. 37)</li> </ul>
<ul style="list-style-type: none"> <li>• Action 4: Locate or develop common mid course assessments which are used across all classrooms and include a variety of formats. (“The How” p.34)</li> <li>• Action 5: Provide ongoing professional learning in how to analyze data provided by universal screeners how best to match readers with leveled texts.</li> </ul>
<p><b>Objective 5: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.</b></p> <ul style="list-style-type: none"> <li>• Action 1: Purchase any necessary assessment materials and train teachers to administer any new assessments.</li> <li>• Action 2: Analyze student data in teacher teams to develop and adjust instructional plans. (“The How” p. 36)</li> <li>• Action 3: Identify literacy skills needed to master CCGPS in each content area. (“The How” p. 36)</li> <li>• Action 4: Use technology to share relevant student progress data. (“The How” p. 36)</li> </ul>
<p><b>Objective 6: Ensure that pre-service education prepares new teachers for all the challenges of the classroom.</b></p> <ul style="list-style-type: none"> <li>• Action 1: Schedule and protect time during the day for teachers to plan collaboratively. (“The How” p. 48)</li> <li>• Action 2: Provide targeted professional learning on the CCGPS based on student and teacher needs. (“The How” p. 48)</li> <li>• Action 3: Partner experienced teachers with beginning teachers. (“The How” p. 48)</li> </ul>

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/Objectives	Summative Measures for Students	Goals/Objectives
GKIDS	3,4,6	GKIDS	3,4,6
ACCESS	1,3,4	ACCESS	1,3,4
Write Score	1,2,3,4,5,6	GA Milestones	1,2,3,4,5,6
Benchmarks	1,2,3,4,5,6	GA Milestones	1,2,3,4,5,6

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Project Plan, Procedures, and Goals, Objectives, and Support

Student Learning Objectives (SLO's)	1,2,3,4,5,6	Student Learning Objectives (SLO's)/Milestones 3 <sup>rd</sup> Grade	1,2,3,4,5,6
Early STAR	1,3,4,5		
SRI	1,3,4,5		
Dibels Next	1,3,4,5		

**D and E: Tiered Instruction and RTI Model**

Shoal Creek Elementary School will provide literacy instruction in a tiered instruction protocol through a differentiation model. The model presented below summarizes the tiered instructional practices by grade level. In addition, literacy instruction will be provided across content areas.

Grade Level	Kindergarten	First	Second	Third	Fourth	Fifth
Tier Time	11:20-12:00	1:20-2:00	10:00-10:40	11:05-11:45	9:15-9:55	12:40-1:20

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Project Plan, Procedures, and Goals, Objectives, and Support

<b>Tier 1</b>	Core Instructional Strategies: Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading	Core Instructional Strategies Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading Leveled Readers targeted for Above, On, and Below reading levels.	Core Instructional Strategies Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading Leveled Readers targeted for Above, On, and Below reading levels.	Core Instructional Strategies Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading Leveled Readers targeted for Above, On, and Below reading levels.	Core Instructional Strategies Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading Leveled Readers targeted for Above, On, and Below reading levels.	Core Instructional Strategies Classroom Teacher and Para-Professional 115 minutes Small group setting for remediation and enrichment of reading skills. Guided Reading Leveled Readers targeted for Above, On, and Below reading levels.
<b>Tier 2</b>	Targeted Group Intervention. (examples: Phonics Dance Hear Builder Fry Word Lists Sight Word Flash Cards)	Targeted Group Intervention (examples: Phonics Dance Hear Builder Fry Word Lists Sight Word Flash Cards)	Targeted Group Intervention (examples: <a href="http://www.starfall.com">www.starfall.com</a> www.ABCya.com Sight Word Flash Cards)	Targeted Group Intervention (examples: <a href="http://www.starfall.com">www.starfall.com</a> www.ABCya.com Sight Word Flash Cards)	Targeted Group Intervention (examples: <a href="http://www.easycbm.com">www.easycbm.com</a> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.readworks.org">www.readworks.org</a> )	Targeted Group Intervention (examples: <a href="http://www.easycbm.com">www.easycbm.com</a> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.readworks.org">www.readworks.org</a> )
<b>Tier 3</b>	Targeted	Targeted	Targeted	Targeted	Targeted	Targeted

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Project Plan, Procedures, and Goals, Objectives, and Support

	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention	Strategic Intervention Reading Coach Seeing Stars Visualizing and Verbalizing Click and Clunk Reading Intervention
<b>Tier 4</b>	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher	Intensive Skill Intervention ESS Inclusion Gifted Speech /Language Pathologist ESOL Teacher EIP Teacher

**F: Inclusion of all Teachers and Students**

Our School Literacy Plan includes all teachers, students, and grade levels at Shoal Creek Elementary School. All students will receive grade-level core literacy instruction and appropriate interventions. All teachers, staff, and administrators will be involved in professional learning outlined in this grant.

**G: Practices Currently in Place**

Currently, Shoal Creek Elementary School is participating in the following assessments: GKIDS, ACCESS, SRI, Early Star, Benchmarks, 4.5's, Student Learning Objectives (SLO's) and Write Score. This year as a school we have implemented a universal screener for literacy obtained from Easy CBM for RTI purposes. At this time, interventions and instructional strategies are in place, but are not consistent between or across grade levels. Assessment data will continue to be used to inform literacy instruction across the content areas. Additional training will provide teachers with the strategies, knowledge, and skills necessary to make this process even more effective for our students. Assessment data will also be used to determine areas of need to inform purchasing decisions. All purchases will be related to specific needs identified through extensive examination of student assessment data. If Shoal Creek receives the Striving

Reader Comprehensive Literacy grant, we will purchase Dibels Next and train teachers in how to implement the assessment.

**H: Goals Funded with Other Sources**

District funds will continue to pay for formative and summative assessments such as CRCT/Milestones, benchmarks, GKIDS, SRI, and Early STAR, 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. Shoal Creek Elementary School is beginning to develop a training plan to support our school initiative to become a STEAM certified school. STEAM is a framework for teaching literacy that is based on natural ways of learning and is customizable for all types of educators and students. STEAM is adaptable, benchmarked, measurable and easily reinforces the standards in unique and engaging ways.

**I: Sample Schedule**

Specials	Prep	PLC Mtg	Prep	PLC Mtg	Prep	K	Prep	1	Prep	2	Lunc 1	3	Prep	4	Prep	5
Kindergarten	H R	LA1	LA2	Plan	L	LA3	I/E	M1	M2	SS/SC						
Grade 1	H R	LA1	LA2	M1	Plan	L	LA3	M2	SS/SC	I/E						
Grade 2	H R	LA1	LA2	M1	I/E	Plan	LA3	L	M2	SS/SC						
Grade 3	H R	LA1	LA2	SS/SC	L	M1	I/E	Plan	M2	LA3						
Grade 4	H R	LA1	LA2	4-I/E	LA3	L	M1	M2	Plan	SS/SC						

Rockdale County Public Schools  
Shoal Creek Elementary School  
Project Plan, Procedures, and Goals, Objectives, and Support

Grade 5	H R	LA1	LA2	LA3	M1	M2	L	SS/SC	I/E	Plan
---------	--------	-----	-----	-----	----	----	---	-------	-----	------

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

**J: Reference Research-Based Practices in “What” and “Why”**

See references in Section A: Implementation Plan

**A. Current Assessment Protocol**

<b>Assessment</b>	<b>Grade Level Assessed</b>	<b>Purpose</b>	<b>Skills Assessed</b>	<b>Frequency</b>
<b>GKIDS</b>	Kindergarten	Measure/monitor mastery of skills	CCGPS	3 times per year
<b>Georgia Writing Assessment</b>	3 and 5	Measure mastery of writing standards	Writing	1 time per year
<b>Early STAR</b>	K,1, 2	Measure/monitor mastery of reading skills	Reading Comprehension	3 times per year
<b>SRI</b>	3, 4, 5	Measure/monitor mastery of reading skills	Reading Comprehension/Lexile Level	3 times per year
<b>CRCT/Milestones</b>	2,3,4, 5	Measure/monitor mastery of skills	CCGPS	1 time per year
<b>ITBS</b>	3 and 7	Measure/monitor mastery of skills	Basic Skills	1 time per year
<b>CogAT</b>	2 and 4	Measure/monitor mastery of skills	Cognitive Abilities	1 time per year
<b>Benchmarks</b>	1,2,3,4,5	Measure/monitor mastery of skills	CCGPS	3 times per year
<b>Formative Assessment-Mid Quarter</b>	1,2,3,4, 5	Measure/monitor mastery of skills	CCGPS	3 times per year
<b>Student Learning Objectives (SLO'S)</b>	K,1,2,3	Measure/monitor mastery of skills	CCGPS	3 times per year
<b>Mock Writing Assessment</b>	3,4,5	Measure mastery of writing standards	Writing	2 times per year

**B. Comparison of Current Assessments to SRCL Assessments**

Shoal Creek 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 be continued in order to monitor student progress. In an effort to closely monitor and maintain individual intervention plans, the implementation of the SRCL assessments, such

as DIBELS Next, will promote the development of appropriate screening processes to ensure student progress towards meeting the educational goals at Shoal Creek Elementary.

**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
<b>DIBELS Next</b>	<b>K, 1, 2, 3</b>	<b>Classroom teachers</b>	<b>3 times per year</b>
Early STAR	K,1,2	Classroom teachers	3 times per year
<del>Basic Literacy Test</del>	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
<del>Georgia Writing Assessment</del>	3 and 5	Replace with Georgia Milestones	

**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 by 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 Shoal Creek 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. In the EBD classrooms at Shoal Creek, the homeroom teachers are trained to use the GRASP probes and screeners. 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
- 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
- Online databases to support and enhance student research
- Portable lab of interactive tablets with appropriate applications

### **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**

Shoal Creek Elementary School has two computer labs with 25 computers in each lab. One computer lab is designated for Specials' classes only. Although the additional computer lab is open, teachers have to sign up to be able to take their class to the lab. Lab times are scheduled for 30 minute blocks. Due to a small allotment of time, many teachers do not have the opportunity to provide their students with

adequate time to work on research projects or to engage in technology activities to support learning. Technology lessons are planned but unfortunately, not all computers are working on a daily basis. For this reason, many technology activities have been rescheduled or postponed. Each homeroom classroom also has a class set of twenty-five Activ Votes or Activ Expressions to use for student assessment. Unfortunately, these assessment tools are often not working or in need of batteries. Teachers have trouble integrating technology into everyday lessons when the materials are out dated, or not functioning efficiently. Recently, the county has supplied sets of iPads for our student use. Currently we have 5 sets of six iPads to use in a small group setting. We have an enrollment of over 700 students and over 35 homeroom classrooms. Some classes will not be able to utilize this new technology for quite some time as they are waiting to be able to check out the small group class set of iPads. Technology is an important resource for teaching and keeping our students engaged. With such a limited number of iPads, teachers and students both are missing enriching learning opportunities.

#### **D. Library Resources**

- 23,347 books in the media center. Several informational books are written for the upper grades and information is out of date. Students in first, second, and third grade have difficulty locating informational texts on their reading levels, in order to complete research projects. Also, due to the age of the books, many books are damaged, pages are missing, and covers are taped together.
- 18 years old is the average age of books in the Shoal Creek Media Center
- 297 videos are cataloged in the media center, although several of these videos have out dated material or are not engaging enough for the computer savvy student we are working with today.
- Shoal Creek has Pebble Go, TrueFlix, and Tumblebooks for on-line resources
- The Shoal Creek Media Center has an assortment of magazines for students to read and a few educational resource magazines for teacher check out.
- The Media Center has eight computers for student use
- Shoal Creek has one 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

**G. List of Current Classroom Resources**

All homeroom classrooms have two desktop computers and one laptop computer. Most homerooms have an incomplete set of leveled reading books for the reading series. Six books for each of the three levels of reading are offered per classroom set. Each student is provided with a Reading, Math, Science, and Social Studies textbook. A small set of dictionaries and thesauruses are also included in the classroom resources. Due to the age of Shoal Creek Elementary School, many classrooms do not have a complete set of leveled readers for their students to access as supplemental resources.

**H. Alignment of SRCL Funding with District Funding**

<b>Resources, Strategies, and Materials</b>	<b>SRCL will fund...</b>	<b>Other Funding Sources</b>
<b>Professional Learning</b>	Literacy specific PL costs—consultant fees, stipends, materials, and travel costs	Title II funds will be used to provide district-wide professional learning
<b>Instructional Technology</b>	Literacy specific technology—	ESPLOST funds will be used to upgrade school computers and

	e-books, electronic texts, apps for iPad use, foreign language apps for beginning readers, universal screeners, and software programs.	wireless connectivity and to purchase tablets for the 1-to-1 initiative according to district schedule
<b>Instructional Materials</b>	Explicit literacy materials, such as informational and literary texts	District funds will continue to be used to purchase district-supplied materials, such as textbooks
<b>Literacy Assessments</b>	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
<b>Family Literacy Materials</b>	Literacy materials to be used during family/parent workshops and to be checked out by parents	
<b>Extended Day/Year Activities</b>	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**

Shoal Creek Elementary School has set goals for an increased percentage of students scoring at or above a Lexile level of 650 for third grade students, a Lexile level of 750 for fourth grade students and a Lexile level of 850 for fifth grade students. For this to be accomplished, the addition of e-books, with unlimited licenses in order to use across the multiple grade levels, apps for iPad use, as well as electronic texts to promote student engagement and to support the learning process, are necessary.

Shoal Creek Elementary also has a goal for all students to meet or exceed on the Georgia Milestones test. Online resources and intervention materials to support instruction based on identified student needs would need to be acquired. (“The What” p. 8) In order to provide the most accurate intervention plans, it would benefit Shoal Creek to purchase additional screeners to monitor student progress across all grade levels. (“The How” p. 43-45)

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

**A. Past Professional Learning**

<b>Topic/Focus</b>	<b>Time Frame</b>	<b>Participants</b>	<b>Facilitator/Provider</b>	<b>Delivery Format</b>
Writing Workshop Training	August 2013	All ELA teachers	METRO RESA	1 day session
Data Analysis Review of Benchmark strengths and weaknesses. Skills identified for remediation and enrichment.	October 2013	All certified teachers	Mrs. Patrice Graham, Assistant Principal	Grade Level meetings
Math CCGPS Training Utilizing math manipulatives and reading skills to teach common core math to all learners.	October 2013	Fifth grade teachers	METRO RESA	1 day session
Literacy and Math Integrating literacy and math standards for all learning styles.	October 2013	First grade teachers	METRO RESA	1 day session
Writing Professional Techniques to motivate students to be creative writers' while following the CCGPS.	October 2013	Fifth grade teachers	METRO RESA	1 day session
Classroom Instruction that Works, Cooperative Learning. Creating cooperative groups within the classroom setting	November 2013	All certified teachers	Ms. Laretta Burton, RCPS Professional Learning Staff	Grade Level meetings

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

Narrative Writing Workshop Techniques to use in the classroom	December 2013	Fifth grade teacher	METRO RESA	1 day session
to motivate all writers.				
Data Analysis Review of Benchmark strengths and weaknesses. Skills identified for remediation and enrichment.	January 2014	All certified teachers	Mrs. Patrice Graham, Assistant Principal	Grade Level meetings
Technology Integration Utilizing technology across the curriculum.	February 2014	All certified teachers	Ms. Patrice Harvey	Grade Level meetings
Vertical Team Meeting Planning for integration of all subject areas aligned with grade level standards	February 2014	All certified teachers	Mrs. Patrice Graham, Assistant Principal	All Certified teachers
Data Analysis Strategies for At Risk Students. Review of strengths and weaknesses on recent Benchmark Assessment. Action plans developed for remediation of student needs.	March 2014	All certified teachers	Mrs. Patrice Graham, Assistant Principal	Grade Level meetings

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

Vertical Teams/ School Improvement Tools. Best practices reviewed with all teachers. Development of school wide action plans for all	May 2014	All certified teachers	Mrs. Patrice Graham, Assistant Principal	All Certified teachers
students. Data analysis review.				

**B. Percentage of Staff Attending Professional Learning**

All instructional staff attended assigned professional learning.

**C. On-Going Professional Learning**

<b>Topic/Focus</b>	<b>Time Frame</b>	<b>Participants</b>	<b>Facilitator/Provider</b>	<b>Delivery Format</b>
Technology Training Data analysis, IPad applications, My Big Campus, Infinite Campus, School Net	July 2014	All certified teachers	Mrs. Terri Anschutz DLS Specialist	Faculty Meeting
County Wide Integrated Curriculum and Instructional Practices	July 2014	All certified teachers	Rockdale County Professional Development Staff members	1 day session

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

STEAM Training Introduction to STEAM program components and hands on training for effective classroom initiative. Creating STEAM Lesson Plans integrating all subject areas	July 2014	All certified teachers	Ms. Georgette Yakman STEAM Consultant	All certified teachers
Understanding Lexile Levels/Lexile Scores. Identifying books and their lexile level.	August 2014	All certified teachers	Mrs. Maggie Degenhardt Instructional Coach	PLC-Grade level teams
Locating reading passages for individual lexile levels. Developing student reading logs to monitor student growth for lexile reading levels.				

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

<p>Classroom Instruction That Works. Instructional strategies to motivate all students to participate through engaging rigorous and relevant lessons.</p>	<p>August/September/October/November 2014</p>	<p>All certified teachers/ Paraprofessionals</p>	<p>Ms. Laretta Burton, RCPS Professional Learning Staff</p>	<p>Grade level teams/ paraprofessional meeting</p>
<p>Good Math Assessments Principles. Planning and implementing math assessments aligned to DOK levels. Analyzing current standards and developing math assessments including the DOK levels as well as constructed response questions reflecting the DOK levels.</p>	<p>September 2014</p>	<p>All certified teachers</p>	<p>Mrs. Maggie Degenhardt Instructional Coach</p>	<p>PLC-Grade level teams</p>

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

<p>Data Team Training. Review and analyzing of student data to create action plans for remediation and enrichment of skills. Utilizing Rockdale County Cycle for Results in creating assessments across all grade levels.</p>	<p>October 2014</p>	<p>All certified teachers</p>	<p>RCPS Professional Learning Staff</p>	<p>PLC-grade level teams</p>
<p>Data Analysis, Collaboration, and Assessments for At Risk Students. Review of strengths and weaknesses on recent Benchmark Assessment. Action plans developed for remediation of student needs. Development of rigorous lesson plans with hands on activities and project based assessments.</p>	<p>October 2014</p>	<p>All certified teachers</p>	<p>Mrs. Patrice Graham, Assistant Principal          Mrs. Maggie Degenhardt, Instructional Coach</p>	<p>Grade Level Teams</p>

**D. Professional Learning Needs** □ Understanding Lexile scores (Teachers need follow –up and guidance how to match readers with leveled texts.)

- Core literacy program
- Utilize literacy computerized program
- Interpreting and using assessment data
- Differentiating instruction
- Writing across the curriculum
- Vertical alignment
- Data team protocol (Teachers need training in selecting and implementing appropriate intervention strategies based on the students’ formative data.)
- Integrating literacy through the STEAM curriculum
- Understanding the RTI process relating to Literacy Levels
- Additional training for the STEAM imitative (Teachers need follow – up guidance to implement literacy lesson plans integrating all components of the STEAM initiative)
- Selecting of appropriate texts appropriate for instruction
- Training in writing strategies

**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**

Topic	Project Goal(s)	Objectives
DIBELS Next Training	Use universal screening and progress monitoring for formative assessments.	Provide complex texts appropriate to grade level and adjusted to the needs of individual students through a variety of resources.
ELA CCGPS Text Complexity	Ensure a consistent literacy focus by supporting teachers in providing literacy instruction across the curriculum.	Purchase updated science and social studies materials for all grade levels.  Provide complex appropriate to grade level and adjusted to the needs of individual students

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

		through a variety of resources. (books, computers, e-readers)
Differentiation Lesson Planning/STEAM initiative	Support teachers in literacy instruction and skill development necessary for achievement in all subjects as articulated in the CCGPS.	Identify literacy skills needed to master CCGPS in content areas. Analyze student data in teacher teams to develop and adjust instructional plans.
Understanding Intervention Models	Provide Tier 1 instruction based upon the CCGPS in all grades to all students in all classrooms.	Purchase any necessary assessment materials and train teachers to administer any new assessments.  Develop common mid-course assessments which are used across all classrooms and include a variety of formats.
Professional learning targeted with beginning teachers in mind	Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy.	Schedule and protect time during the day for new teachers to plan collaboratively with veteran teachers.  Encourage all teachers to share information learned at professional learning sessions.

Rockdale County Public Schools  
 Shoal Creek Elementary School  
 Professional Learning Strategies

Understanding Lexile Levels	Increase the percentage of students scoring at or above the lexile level of 650 for third grade students, 750 for fourth grade students, and 850 for fifth grade students.	Teach academic vocabulary in all subject areas using a commonly adopted systematic procedure.  Identify diagnostic assessments that isolate the component skills needed for mastery of literacy standards.
Training In Writing Strategies	Ensure that students receive an effective writing instruction across the curriculum.	Develop a coordinated plan for writing instruction across all subject areas.  Students in grades 3,4,5 will meet or exceed in the GA Milestones Writing Assessment.

**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.

## **SCE Sustainability Plan**

While Shoal Creek (SCE) 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**

SCE 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**

SCE'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.

We 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 from 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, Shoal Creek 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.

### Shoal Creek Budget Summary

As a result of a comprehensive review of literacy efforts at Shoal Creek 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 SRCL Grant. Based upon the Fall 2014 FTE count of 723 and an estimated award of \$425.00 per student, the total funds received over a five year time frame are anticipated at \$307,275.00.

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

**Curriculum Needs (approx. 20% of grant funds):** In order to meet students' literacy needs across the curriculum, grant funding will be used to purchase the following items:

- Leveled texts and informational texts for classrooms and media center across all content areas
- Consumable materials
- Additional novels for the media center
- Literacy program to integrate STEAM Curriculum
- Headphones
- Print materials and dual language materials
- Journals, writing instruments, other office supplies
- Books and periodicals for the media center collection in a variety of content areas
- Books to support student choice
- After school literacy activities
- Summer reading/writing programs

**Professional Learning Needs (approx. 50% of grant funds):** Professional learning for all teachers, staff, and administrators is key to providing students with effective 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 (i.e., writing across the curriculum, analyzing informational texts, understanding Lexile scores, etc.)
- Instructional materials for training
- Stipends for off-contract training
- Additional STEAM curriculum training for integrating literacy
- Phonics training in order to increase knowledge of phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Workshops/trainings for literacy (including travel)

**Response to Intervention (approx. 15% of grant funds):** Rockdale County Public School System recognizes a lack of uniformity in the implementation of the Response to Intervention (RTI) process across the district. Ongoing professional learning is necessary to ensure the consistency of the effective

Shoal Creek Elementary School  
Budget Summary

Rockdale County Public Schools  
Shoal Creek Elementary School

use of data to inform instruction and the application of intervention strategies to improve student learning.

- Screening and assessment tools—DIBELS Next
- Intervention resources, materials, and programs
- Progress monitoring tools
- Formative writing assessment

**Personnel Needs (approx. 5% of grant funds):** 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. These positions will be funded using 5% of the district's awarded grant money.

- 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 (approx. 10% of grant funds):** 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 limiting our technology request to a single, portable tablet cart. This will allow Shoal Creek Elementary School 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)
- Computer literacy programs
- Portable lab of interactive tablets