

School Profile

Created Tuesday, October 02, 2012

Page 1

School Information

School Information District Name:	Pierce County Schools
School Information School or Center Name:	Patterson Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Stephany Smith
Principal Position:	Principal
Principal Phone:	912-647-5373
Principal Email:	sjsmith@pierce.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Ray Cunningham
School contact information Position:	Teacher
School contact information Phone:	912-647-5373
School contact information Email:	rcunningham@pierce.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 6

Number of Teachers in School

32

FTE Enrollment

487

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: Tonya Johnson

Position/Title of Fiscal Agent's Contact Person: Dir. of Curriculum, Instruction, & Assessment

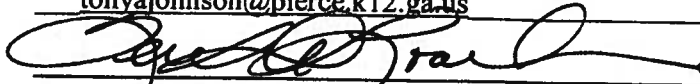
Address: P.O. Box 349

City: Blackshear, GA Zip: 31516

Telephone: (912) 449-2044 Fax: (912) 449-2046

E-mail:

tonyajohnson@pierce.k12.ga.us



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

Terri DeLoach, Superintendent

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

10/23/12
Date (required)

Conflict of Interest & Disclosure Policy

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.



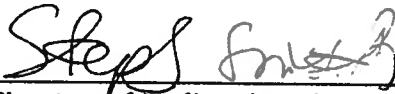
Signature of Fiscal Agency Head (official sub-grant recipient)

Terri DeLoach, Superintendent

Typed Name of Fiscal Agency Head and Position Title

November 26, 2012

Date



Signature of Applicant's Authorized Agency Head (required)

Stephany Smith, Principal

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

November 26, 2012

Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Wednesday, October 24, 2012

Updated Monday, October 29, 2012

Page 1

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

General Application Information

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 Rubric

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.

Assessment 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 5 in General Application Information is a necessary part of receiving SRCL funding.

- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

AJBhsff

Grant Assurances

Created Tuesday, November 27, 2012

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

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

An expenditure in the amount of \$582.50 to Dennis Michael Pack.

TITLE I On-site Review: In general, technical assistance for schoolwide planning is an allowable expense. However, a review of the District's approved Consolidated Application revealed Midway Elementary was not a Title I school in FY 2010. The check (#6059420) issued by the District to Dennis Michael Pack was dated March 8, 2010. Title I, Part A funds may only be expended for activities in the District's Title I schools; therefore, this expenditure is unallowable under Title I, Part A.

System's Response: The Director of Federal Programs will continue to follow the budget approval process as outlined by the Federal Programs Division of the Georgia Dept. of Ed. Details were outlined in the budget and submitted for approval. The expense was approved in the Consolidated Application and consequently the amount was expended at the local level. Pierce County will issue a repayment to the GaDOE in the amount of \$582.50.

Pierce County Schools – District Narrative

Brief History

Pierce County, located in southeast Georgia, is a rural community with a population of 18,770, and 18 percent is below the poverty line. The per capita income is \$14,230. The school system, comprised of five schools, has a total student population of 3,746. These schools include Blackshear Elementary, Patterson Elementary, Midway Elementary, Pierce County Middle, and Pierce County High.

Although the Pierce County School System is highly impacted by poverty, 59.6 percent free and reduced lunch, the system lives by our motto *Excellence is Standard*. The district has made AYP for the past 6 years, led the Okefenokee RESA District in graduation rate and SAT scores, and received state and national recognition for academic achievements.

Demographics

School	Student	Black	White	Multi Racial	Hispanic	Other	Free and Reduced Lunch
Blackshear Elementary	846	13%	77%	2%	7%	1%	72.19%
Midway Elementary	486	2%	86%	2%	9%	1%	53.59%
Patterson Elementary	482	7%	80%	2%	10%	1%	59.92%
Pierce Middle	912	7%	85%	1%	6%	1%	61.98%
Pierce High	1,020	10%	84%	1%	4%	1%	50.44%

Pierce County Schools – District Narrative

Current Priorities

Literacy requirements of the CCGPS are forcing the system to implement additional interventions in order for students to meet the demands of a more rigorous curriculum. Our school system has identified priorities to support the implementation of CCGPS as well as College and Career Readiness Standards.

Priority	Initiatives	School Implemented
Professional Learning	Professional Learning Communities	All
	Differentiation	
	Lexiles	
	Common/Benchmarks/Assessments	
	CCGPS Implementation	
Reading Fluency and Comprehension of Informational Text	SRA	All
	Success Maker	BES, MES, PES, PCMS
	Study Island	BES, MES, PES, PCMS
	Fast Forward	BES
	Reading Assistant	BES
	Reading Academy	PCMS
Writing across the Curriculum	My Access	PCMS, PCHS
	Lucy Calkins	All
	Writing to Command	BES, MES, PES
	Literacy Design Collaborative	PCMS, PCHS
CCGPS Implementation	Standards-based Planning	All
	CCGPS and CCR Webinars	All
	Math Design Collaborative	PCMS, PCHS

With the growing needs of students and dwindling budgets, in-house professional learning is vital to sustainability of system initiatives. As a result, each school has developed professional learning communities to achieve the expectations set by state and national curriculum.

Strategic Planning

The district plans for improvement by disaggregating data to determine areas of strength and weakness. Results from parent surveys are included when developing our district plan and goals. Each school incorporates the system goals but maintains site-based management. System and school goals include: 1) Raise the academic rigor and performance of all students, 2) Ensure

Pierce County Schools – District Narrative

quality personnel in all positions, 3) Provide safe and orderly environments that support learning, 4) Develop and manage resources to maximize student learning, and 5) Increase stakeholder understanding, trust and support of the school system.

Current Management Structure

Our system operates around the premise of site-based management which allows school leaders to make decisions that are specific and targeted for their students. System support includes a team of district personnel dedicated to high academic success for students. The district office consists of Superintendent, Assistant Superintendent, Director of Student Services, Director of Federal Programs, K-8 Director of Curriculum, and 9-12 Director of Curriculum that also serves as Assistant Principal at the high school. The table below identifies the personnel who will be in charge of administration of the Striving Readers Grant.

District Management of Striving Readers Grant (SRG)

Department	Department Head	Task One	Task Two	Task Three
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and track technology equipment purchased through grant	Support and maintain technology purchase through grant
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRG Initiatives	Issue Professional Learning Units for staff participating in SRG activities	Monitor implementation of SRG initiatives
Curriculum and Instruction	Tonya Jonson and Dara Bennett	Ensure SRG initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS and CCR Standards	Evaluate effectiveness of SRG initiatives

Pierce County Schools – District Narrative

School Management of Striving Readers Grant

At the school level the principal will be responsible for the overall management of the grant.

The table below shows the plan for implementation of the grant.

Person Responsible	Task 1	Task 2	Task 3	Task 4
School Principal	Overall management of grant at the school level	Request purchase orders for resources needed	Document the receipt of purchased materials or services	Ensure SRG initiatives are carried out in the school
Curriculum AP or ILT	Ensure staff members participate in professional learning activities	Support and observe implementation of professional learning activities	Assist principal in selecting, purchasing, processing materials needed	Assist with CCGPS and CCR implementation
School Media Specialist	Support use of technology needed to implement	Select materials aligned with SRG and CCGPS for the media center	Encourage, facilitate reading, and support SRG initiatives	Inventory technology purchased
School Literacy Team	Align literacy needs with SRG	Recommend materials/services needed to implement school literacy plan	Evaluate effectiveness of strategies and materials used	Support the implementation of literacy plan

Past Instructional Initiatives

- Reading Recovery
- Reading First
- Ruby Payne Understanding Poverty
- GPS Implementation

Other instructional strategies that are part of our system’s culture

- Learning Focused Schools
- Assessment for Learning
- Standards-Based Grading
- Modified Block Scheduling
- Extended Learning Time
- Least Restrictive Environment and Co-Teaching

Pierce County Schools – District Narrative

- Reading and Writing Across Curriculum
- My Access
- Differentiation
- Response to Intervention
- SRA
- CCGPS Implementation

Literacy Curriculum

The current literacy curriculum in Pierce County is transitioning from roots in the GPS to fast and ever growing roots in CCGPS. Teachers are developing lessons and assessments that encompass the CCGPS and have embraced that literacy is the foundation for success. In order to prepare students for the rigorous expectations set by these standards, all schools have adopted a literacy plan that aligns to the beliefs and mission of the system plan. The areas addressed in the plan include 1) Engaged leadership; 2) Continuity of care and instruction; 3) On-going formative and summative assessments; 4) Best practices in literacy instruction; 5) System of tiered intervention; 6) Professional learning and resources.

Literacy Assessments

Assessment	Grades
Work Sampling Online	PreK
GKIDS, GRASP Universal Screeners	K
GRASP, District Benchmark Assessments	1-2
NNAT 2	2
GRASP, District Benchmark Assessments, CRCT	3-8
3, 5, and 8 Writing Assessments	3,5,8
9 th EOCTs	9
American Lit. EOCT	11
PSAT	10
SAT	10-12
GHSWT	11

Need for Striving Reader Project

Pierce County Schools experienced cuts in state funding of \$10.3 million over the past five years. In order to maintain excellence as our standard, we have taken extreme measures which include increasing local taxes twice in the past two years. In addition to tax increases, the BOE has reduced staff, increased class sizes, decreased funding for instructional supplies, reduced funds for maintenance and operations, implemented six calendar adjustment days, and decreased local supplements by 50 percent. Our system has not adopted textbooks in ten years. In addition, other print materials are in poor shape, limited, and many times, not aligned to the current standards. However, our teachers have managed to maintain our literacy program by supplementing supplies with their own money and accepting donations from community and parents. Now we are faced with a more rigorous curriculum that requires teachers to take students to the next level. If cuts continue as projected, our next option will be to cut parts of our instructional program that data has proven to be effective. Literacy is the cornerstone to learning and with the Striving Reader Project our system will be able to maintain effective initiatives already in place, as well as, seek other research-based practices that will promote on-going, sustainable literacy for all students.

Pierce County Schools – District Management Plan and Key Personnel

The Striving Reader Comprehensive Literacy Grant (SRCL) will be managed through the office of the Director of Curriculum, Instruction, and Assessment, Ms. Tonya Johnson. Ms. Johnson will coordinate grant implementation with the district technology department, financial department, and each school. Mr. LeVance Gay, Assistant Superintendent of Finance, heads the district financial department and will oversee the requesting and allocating of grant funds, purchase orders, and auditing the grant. Mr. David Pittman, Director of Technology, will assist and advise as needed the correlation technological needs. Mrs. Yvette Newton, Director of Federal Programs, will advise on federal programs regulations and guidelines. Ms. Johnson, the district curriculum director and professional learning coordinator, will manage the following: aligning instructional and technology resources with grant priorities, planning professional learning activities funded through the grant, issuing professional learning units, and aligning grant initiatives with CCGPS rollout. The following table identifies tasks and individuals needed to successfully implement the SRCL at the district level.

Department	Department Head	Tasks		
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and tracking technology equipment purchased	Support and maintain technology purchased
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRCL Initiatives	Issue Professional Learning Units for staff participating in SRCL activities	Monitor implementation of SRCL initiatives
Curriculum and Instruction	Tonya Jonson	Ensure SRCL initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS	Evaluating effectiveness of SRCL initiatives

Pierce County Schools – District Management Plan and Key Personnel

The individuals listed in the previous table worked collaboratively with school teams to set goals and objectives when developing our system’s strategic implementation plan and balanced scorecard. The schools’ literacy plans were a continuation of this process. Needs assessments and root cause analyses were completed throughout the system, with all stakeholders involved in the analyzing of data and development of implementation plans. Throughout the process, literacy needs of students were at the forefront of all efforts. Leaders realized a substantial need to improve our literacy instruction at all grade levels. Most importantly, administrators and teacher leaders across the district realized the unequivocal need to move forward in the development of literacy plans that will enhance literacy instruction in our schools.

To ensure that the Striving Readers project is implemented successfully, constant communication of the goals, objectives, budget, and implementation will be on agendas at district and school level professional meetings. The following table portrays the make-up of district and school level teams that will safeguard the success of the Striving Readers project. The district office will maintain sign in sheets and agendas for these meetings.

Team	Personnel on Team	Meeting Frequency
District Administrative Team	Superintendent, Assistant Superintendent of Finance, Directors of Technology, Curriculum, Federal Programs, Testing, Special Education	Monthly
District and School Administrative Team	Those listed above, school principals, school psychologist	Monthly
System Literacy Team	Directors of Curriculum, School Level Instructional Coaches and/or teacher leaders, Superintendent	Monthly and twice monthly if needed
School Level Better Seeking Teams & Leadership Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed
School Literacy Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed

Pierce County Schools – District Management Plan and Key Personnel

Regular, on-going meetings will be conducted between district and school teams to ensure goals and objectives are implemented as stated in each school's literacy plan. These meetings will also serve to monitor compliance of budgetary guidelines set forth by the SRCL Project.

Pierce County Schools – Experience of the Applicant

The Pierce County School District has a \$30 million budget for the 2012-2013 school year. About 10 percent of each year's budget includes state and Federal funds to meet the needs of specific student populations, help keep parents and community engaged in student achievement, ensure proper nutrition programs, and enhance and extend the educational offerings to our students. Each of these programs has its own unique expenditure and procurement guidelines and is managed by a designated administrator in the district.

Administrators are trained on the requirements of their program(s) and work in concert with the finance department to ensure program guidelines are followed and proper internal controls and separation of duties are in place. Over the past three years, these funds have been expended by the district to benefit students without any material findings.

The need for instructional technology continues to accelerate despite no new funding to replace outdated equipment or buy newer interactive technology tools. Initially, the state provided lottery money to help Georgia school districts stay current. These funds ended six years ago and Pierce County has had to sustain these projects using local as well as Federal funds in an effort to remain current. The E-rate program has also allowed Pierce County to update our internal and external infrastructure and purchase modern technology services.

Past instructional initiatives such as My Access, Fast Forward, Reading Assistant, Science Research Associates (SRA), Reading Recovery, and Learning Focused Schools have been sustained primarily with state, federal and local funds. Our most valued method of sustainability is professional learning. We have maintained our instructional coaches and they offer professional learning for teachers on a variety of topics. For example, two coaches are Reading Recovery trained and provide teachers with strategies and interventions for struggling readers. While economic hardships are making it challenging to educate children in the 21st century, Pierce County continues to set high expectations for students and teachers and has accountability measures in place to gauge the attainment of these expectations.

The number of students attending Pierce County Schools has been growing for the past 10 years. The student population has increased by over 600 students, leading to the addition of wings at Blackshear Elementary and Pierce County Middle and building a new elementary school (Midway Elementary). These capital projects have been funded by local e-SPLOST and

Pierce County Schools – Experience of the Applicant

state facilities funds. Currently, the district is using e-SPLOST and state facilities funds to replace outdated heating and cooling equipment, improve lighting, and make improvements to the existing campuses.

Other Initiatives

Facility/Capital Outlay Project	Funding	Project Duration
Midway Elementary (\$7.3 million)	e-SPLOST and state capital outlay	18 months
Blackshear Elementary HV/AC (\$900,000)	e-SPLOST and state capital outlay	7 months
Pierce Middle HV/AC (\$800,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary HV/AC (\$200,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary Bathroom Addition (\$65,000)	e-SPLOST	3 months
Patterson Elementary Roof (\$400,000)	e-SPLOST and state capital outlay	4 months
Pierce High (\$3 million)	e-SPLOST	10 months
Pierce Middle Multi-Purpose Room (\$550,000)	e-SPLOST and state capital outlay	5 months
Financial Software (\$150,000)	Vendor Partner Grant and local	24 months
Telecommunications/E-Rate (\$320,000)	federal and local	annually

The financial statements over the past three years do show a number of findings involving internal controls, separations of duties, reconciliation of the bank statements to the general ledger, and proper reporting of capital assets. All of these finding are directly related to data issues with our prior financial software, the data conversion process to our new system, and the implementation of the new financial software. All of these findings have been resolved.

Pierce County Schools – Patterson Elementary – School Narrative

Patterson Elementary School

School History

Patterson Elementary School (PES) is one of Pierce County's three elementary schools, housing grades Pre-K through 5. PES opened in its current location during the 1981-82 school year, following the consolidation of Patterson's and Blackshear's K-12 schools. The school's staff is composed of certified personnel, one counselor, one media specialist, a school nurse, seven instructional assistants, two and one half office staff members, two custodians, and five nutrition staff. In addition, the school has one principal, one assistant principal, and an instructional lead teacher. Our current student population is 479, of whom 60.2% qualify for free or reduced lunch. The student population is 53% male and 47% female. This population is comprised of 80% Caucasian, 7% African American, 9% Hispanic, and 4% Multi-racial.

Parental involvement at PES is critical to the success of our students. Many volunteers are matched with students needing more individualized reading/literacy practice. Although many opportunities are provided for parents to be involved, participation is limited due to the recent downturn in the economy.

Administrative and School Leadership Teams

School Leadership Team – Better Seeking Team (BST)

The school leadership team, or Better Seeking Team (BST), at Patterson Elementary School addresses instructional and curricular issues and is composed of administrative representatives, grade level chairpersons, school counselor, media specialist, and resource teacher representatives. BST meetings are held monthly for the team to work together to make data-driven/research-based decisions for the improvement of the school; grade level meetings are held weekly for unit, cross-curricular, and assessment planning; and content-specific committees meet as needed for addressing school-wide concerns.

The members of BST include Stephany Smith, Principal; Jerome Lincoln, Assistant Principal; Teresa Dixon, Instructional Lead Teacher; Janet Strickland, Kindergarten teacher; Sheri Cornelius and Kathy Keadle, 1st Grade teachers; Rebecca Brantley, 2nd Grade teacher; Lisa Kicklighter and Amanda Lankford, 3rd Grade teachers; Len Knowlton and Linda Sweat, 4th Grade teachers; Bixbee Carter and Erica Dean, 5th Grade teachers; Teresa Leggett, ESOL teacher; Kim Edwards, Reading Intervention Specialist; Jami Watkins, Lead SPED teacher; Ray Cunningham, Gifted Teacher; Nancy Boatright, Media Specialist; Millie Walker, Physical Education teacher; and Cristi Blount, Counselor.

Pierce County Schools – Patterson Elementary – School Narrative

Focus Groups/Teacher Leader Committees

PES is a school where self-governance is a priority. Committees and focus groups are utilized to research and make recommendations concerning all aspects of school improvement and/or change. These groups are formed based on interest and expertise in the area(s) of study. Committees include *E.S.P./School Improvement, GLISI/School Improvement, Math, Writing/ELA, Reading/Literacy, Benchmark/Testing, RTI, Media/Technology, Health/Fitness, and Discipline*, as well as other event committees.

Past Instructional Initiatives

PES has implemented many instructional initiatives in literacy to address student engagement and achievement. Many of these initiatives include *Learning Focused School, Assessment For Learning, Georgia Performance Standards Implementation, Standards-Based Grading/Reporting, Differentiation, Ruby Payne Poverty, Co-Teaching, Technology in Instruction, IXL, GRASP (Screening/Monitoring Tool), AIMS (Screening/Monitoring Tool), RTI, District Unit Writing, Common Benchmarks, Study Island Computer Program, Education City Computer Program, Best Practices for Reading, Running Records for Reading, and Reading First*.

Current Instructional Initiatives

Many of the past initiatives are continuing to be implemented as well as the following current initiatives: *Kansas Writing (Intervention Program), SRA (Intervention Program), Success Maker (Intervention Program), Writing Across the Curriculum, Writing to Command Attention, Book Studies, Internet-Based Remediation Programs, Lexile Leveling in Reading, Extended Learning Time (ELT) for Math and/or Reading, Implementation of Performance Tasks, and Implementation of CCGPS*.

Professional Learning Needs

PES endeavors to be cognizant of the latest in educational research and initiatives in specific areas of need as determined through an extensive annual needs assessment. However, due to budget constraints, professional learning opportunities with highly trained consultants have not been available. The administrators and leadership teams have worked diligently to plan and deliver their own “in-house” professional learning to address school-wide goals, while the

Pierce County Schools – Patterson Elementary – School Narrative

employees are trying to balance the demands of regular job assignments and of planning for professional learning. As a result of needs assessment surveys and teacher interviews, the major areas of professional learning needs at PES are training in 1) Lexile leveling and its utilization, 2) Writing as tool to literacy, 3) additional differentiation strategies for struggling readers, 4) utilization of technology as a tool for teaching literacy, 5) understanding the language of the CCGPS as teachers are unpacking these standards, and 6) more effective/efficient progress monitoring and assessment of student learning.

The major areas of professional learning needs at PES were based on the following results:

- 100% of teachers responded that a school literacy leadership team (reading task force) has been identified but is not yet fully operational.
- 60% of teachers responded that staff has received professional learning in literacy in some content areas.
- 48% of teachers responded that there is a clearly articulated strategy for using data to improve teaching and learning.
- 52% of teachers responded that a core program for reading is available (CCGPS) but more time and training is needed to implement.
- 60% of teachers responded that daily schedules do not include extended learning time for literacy instruction.
- 50% of teachers responded that adequate technology is not available for all teachers to provide enriching activities in literacy instruction.

Need for a Striving Readers Project

The mission of PES is to build a foundation that promotes excellence. In order to meet the ever-changing demands of a fluctuating population, PES must consistently consider the needs of students entering school with a limited literacy background and command of the English language (an increasing ELL population-6%), of a growing population of at-risk readers, of an increasing number of students from lower socio-economic (35% ≤ poverty level)/extended family homes, and of a growing population of SPED (8%) and EIP (16%) students. These factors are compounded due to the economic situation of the United States, resulting in limited

Pierce County Schools – Patterson Elementary – School Narrative

support at home in reading/literacy, limited parent involvement at school, and limited technology available for both parents and students.

In order to overcome these obstacles, PES needs a striving reader project to provide a quality literacy program for students to excel and compete globally. Higher expectations outlined by local, state, and federal governments are compounded by the increased publicity of accountability measures in the United States. The literacy demands required to perform successfully in other content areas is also increasing. Reasoning and problem-solving skills are necessary for success in math and science. In addition, the technology skills and knowledge that are required of 21st century workers presents our educational system with the tremendous task of preparing students for jobs upon graduating from high school and college.

Due to budget restraints, more content-based materials, instructional strategies, technology hardware/software/training, and student monitoring/assessment in literacy are needed at Patterson Elementary School to address these critical deficits in our students' educational experiences. PES students are missing out on enriched literacy instruction because of the financial deficits plaguing our school.

Building Block 1. Engaged Leadership

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

The administration of Patterson Elementary School is committed to learn about and support evidence-based literacy instruction. They concur with The “Why” document’s statement that “quality instruction at an early age may decrease incidents of reading difficulties” (p 64) and that “early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language” (p 64) Subsequently, the administration demonstrates this commitment through the following efforts:

1. Participates in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS

The administration participates in state sponsored webinars and face-to-face sessions to unpack and make the transition to the CCGPS. Administrators attend all webinar and face-to-face sessions alongside classroom teachers (The “How”, p 20; The “Why”, p 67). Also, the administrative team attends RESA sessions and/or workshops in order to network with other administrators to gain understanding and guidance on transitioning from GPS to CCGPS in all content areas.

2. Researches current strategies and best practices.

The administration is cognizant of the current research-based strategies in literacy instruction. Research findings and strategies are part of all instructional conversations and initiatives at PES. The principal is always proactive in seeking out the best/latest strategies (The “How”, p 20; The “Why”, p 68).

3. Participates in literacy instruction with faculty.

The administration participates in literacy instruction as a regular faculty member. They serve on the literacy committee, attend grade-level curriculum meetings, serve on the school’s leadership team (Better Seeking Team – BST), and teach during Extended Learning Time (ELT). ELT is a prioritized block of time from 8:00 to 8:30 each morning where tiered-learning is addressed in small groups. Administrators, intervention specialists, and resource teachers remediate/enrich standards during this block of time.

4. Monitors literacy instruction.

The administration constantly monitors literacy instruction (The “How”, p 20). Both formal and informal observations are part of the administration’s daily routine. The observations provide a structure for targeting literacy instruction and identifying needs for professional learning (The “Why”, p 67). The Literacy Observation Checklist will be used in developing a method to assess teacher-delivered literacy instruction in the classrooms.

5. Schedules protected time for literacy and teacher collaboration.

The administration schedules time for collaboration for teachers to plan literacy instruction and assessment (The “How” p 20). The school calendar has days built in for teacher collaboration and planning through the use of Title I funds (The “Why”, p 67). The current schedule will be used with the grant plan and the anticipated funds from this grant will supplement and enrich our existing literacy plan.

6. Participates in professional learning.

The administration actively participates in professional learning opportunities with faculty (The “How”, p 20; The “Why”, p 67). Administrators attend all in-house professional learning opportunities as an active participant.

Note: The “What” document was used as the framework for this Striving Readers Comprehensive Literacy plan.

B. Action: Organize a Literacy Leadership Team

Patterson Elementary School recognizes the importance of literacy instruction. As stated in The “Why” document, CCGPS standards “insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.” PES has had a reading task force committee in place for five years to research and make recommendations on school-wide initiatives in reading and literacy. However, members have been limited to reading teachers and intervention specialists. This committee will be expanded to include members from other disciplines as well as community/government leaders and parents.

1. The new literacy team will consist of the following stakeholders:

- Stephany Smith, Principal
- Teresa Dixon, Instructional Lead Teacher
- Stephany Bennett, Pre-K Teacher

- Kelly Smith, Student Teacher
- Lillie Milledge, Community Representative
- Paula Cowan, Instructional Assistant and Parent
- Cristi Blount, Counselor and Transition Coordinator for students to Pierce County Middle School

2. Shared literacy vision

The reading task force met to discuss the literacy vision of PES and proposed two options for a literacy vision statement. The entire staff was asked for input and agreed upon the following as the literacy vision for PES, as aligned to the state literacy plan:

Patterson Elementary School strives to develop students' ability to speak, listen, read, and write in order to communicate effectively; think and respond critically; and access, use, and produce information in all content areas.

3. Analyzing multiple forms of student, school, and teacher data

In order to create a workable plan, the literacy team utilized multiple sources of data to develop prioritized recommendations and goals for improving literacy instruction at PES. Outcome assessment data (CRCT) is used to identify students who are performing at or below “Meets” in reading and language arts. This data is also used to identify subgroups that performed lower than their classmates. The results of universal screeners are also analyzed to identify students experiencing difficulties. In addition, common assessment and unit testing data are utilized to diagnose and monitor the students who struggle in reading and language arts. Teacher observations and teacher created test results provide additional data for analyzing students' strengths and weaknesses.

Based on the disaggregated data from these sources, school-wide SMART goals are developed to address common needs throughout the school. The faculty then sets yearly reading and language arts goals based on a root cause analysis using the fishbone model.

Patterson Elementary School SMART Goals 2012-2013

SMART Goal 1:

The percentage of 4th grade SPED students who meet/exceed on the CRCT Reading (reading comprehension) will increase from 78% to 81% in 2012-13.

Pierce County Schools – Patterson Elementary School – Literacy Plan

SMART Goal 2:

The percentage of EIP students who meet/exceed on the CRCT Reading (reading comprehension) will increase from 70 to 73% in 2012-13.

Eliminating factors beyond the control of the school, the staff then sets priorities and researches guidelines and strategies for reaching these goals. Programs and materials are acquired to assist teachers with planning activities and experiences for students to become successful. The acquisition of quality, relevant programs and materials, both print and non-print, is a need at PES.

Principals were asked to approve district-established Lexile levels for each grade after reading The “Why” document’s “Text Complexity Grade Bands and Associated Lexile Ranges.”

The 15 research-based program elements for adolescent learners (from the “Reading Next” project listed in the “Why” document) can be adapted to improve literacy achievement of all students at PES.

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

1. Grades K-2 receive a protected, dedicated 90-120 minute literacy instruction block.

Patterson Elementary School sets aside time each day for K-2 students to receive a minimum of 90 minutes of direct, explicit instruction in literacy as suggested in The “What”, The “How”, and The “Why” documents. The administration ensures that time and personnel are maximized by working with a scheduling committee each spring and summer to plan the following year’s schedules.

Schedules are organized to limit interruptions of regular education classes, and resource teachers’ schedules are then set to enhance daily literacy instruction.

Sample schedules follow:

Sample Kindergarten Daily Schedule – Self-contained Classrooms	
7:30 – 8:00	Literacy Time
8:00 – 8:30	Math/Grammar Time
8:30 – 9:25	Literacy Groups
9:25 – 10:05	PE/Music/ Lab (Literacy Interventions)
10:05 – 10:37	Literacy Groups
10:37 – 11:05	Lunch
11:05 – 11:30	Recess/Bathroom Break
11:30 – 12:00	Saxon Phonics
12:00 – 12:30	Shared Reading (ELA)
12:30 – 1:00	Writer’s Workshop
1:00 – 1:45	Math/Math Centers
1:45 – 2:15	Social Studies/Science/Health (Supports Reading/Writing)

Pierce County Schools – Patterson Elementary School – Literacy Plan

2:15 – 2:30	Remediation/Acceleration/Extended Learning Time
2:30 – 3:00	Afternoon Tutorials

Sample First Grade Daily Schedule – Self-contained Classrooms	
7:30 – 8:00	Literacy Time/Journal Writing
8:00 – 8:30	ELT Math/Reading
8:30 – 9:00	Saxon Phonics
9:00 – 10:10	Math/Math Centers
10:10 – 10:50	PE/Music/Lab (Literacy Interventions)
10:50 – 11:50	Lunch/ Recess/Bathroom Break
11:50 – 12:15	Math/Math Centers
12:15 – 1:00	Grammar Calendar/Writer’s Workshop
1:00 – 2:00	Guided Reading, Shared Reading, Literacy Centers
2:00 – 2:30	Science/Social Studies/Health (Supports Reading/Writing)
2:30 – 3:00	Afternoon Tutorials

Sample Second Grade Daily Reading/ELA Schedule – Team Teaching Classrooms	
7:30 – 8:00	Literacy Time/Journal Writing
8:00 – 8:30	ELT Math/Reading
8:30 – 9:00	Whole Group Reading (CCGPS Units)
9:00 – 9:30	ELA/Writer’s Workshop
9:30 – 10:35	Literacy Groups
10:35 – 10:40	Change Classes/Bathroom
10:40 – 11:13	Literacy Groups
11:13 – 12:05	Lunch/Recess
12:05 – 12:15	Library/Bathroom
12:15 – 1:00	PE/Music/Lab (Literacy Interventions)
1:00 – 1:30	Literacy Groups
1:30 – 2:00	Whole Group Reading (CCGPS Units)
2:00 – 2:35	ELA/Writer’s Workshop
2:35 – 3:00	Afternoon Tutorials

Pierce County Schools – Patterson Elementary School – Literacy Plan

2. Grades 3-5 receive two to four hours of disciplinary literacy instruction.

The administration of PES currently requires content area teachers to incorporate a writing component into instruction at least once per week. The amount of time will be increased to meet the belief statements of the Georgia Literacy Task Force (The “Why”, p 31)

Sample Third Grade Daily Reading/ELA Schedule – Team Teaching Classroom	
7:30 – 8:00	Literacy Time/Morning Tutorials
8:00 – 8:30	Block 1: Whole Group Reading
8:30 – 9:20	Block 1: Reading Group 1
9:20 – 10:10	Block 1: Reading Group 2
10:00 – 10:40	Block 2: Whole Group Reading
10:40 – 11:38	Block 2: Reading Group 1
10:38 – 12:05	Lunch
12:05 – 1:00	Block 2: Reading Group 2
1:00 – 1:45	PE/Music/Lab (Literacy Interventions)
1:45 – 2:00	Recess
2:00 – 2:35	ELT Math/Reading
2:35 – 3:00	Afternoon Tutorials

Sample Fourth Grade Daily ELA Schedule – Departmentalized Classrooms	
7:30 – 8:00	Literacy Time/Morning Tutorials
8:00 – 8:35	ELT Math/Reading
8:35 – 9:20	PE/Music/Lab (Literacy Interventions)
9:20 – 10:50	Block 1: Reading/ELA
10:50 – 11:50	Block 2: Reading/ELA
11:50 – 12:20	Lunch/Recess
12:20 – 1:00	Block 2: Reading/ELA (cont)
1:00 – 2:35	Block 3: Reading/ELA
2:35 – 3:00	Afternoon Tutorials

Pierce County Schools – Patterson Elementary School – Literacy Plan

Sample Fifth Grade Daily Science/Social Studies Schedule – Departmentalized Classrooms	
7:30 – 8:00	Literacy Time/Morning Tutorials
8:00 – 8:30	ELT Math/Reading
8:30 – 9:40	Block 1: Social Studies/Science (Supports Reading and Writing)
9:40 – 10:50	Block 2: Social Studies/Science (Supports Reading and Writing)
10:50 – 12:00	Block 3: Social Studies/Science (Supports Reading and Writing)
12:00 – 12:08	Block 4: Social Studies/Science (Supports Reading and Writing)
12:08 – 12:38	Lunch
12:38 – 1:45	Block 4: Social Studies/Science (Cont) (Supports Reading and Writing)
1:45 – 2:35	PE/Music/Lab (Literacy Interventions)
2:35 – 3:00	Afternoon Tutorials

3. Time for intervention is built into the schedule each day.

Resource teachers' schedules include time for RTI interventions. All resource teachers have small groups four days per week in morning tutorials and also in Extended Learning Time (ELT). To reduce the student-teacher ratio, physical education teachers, music teacher, media specialist, school counselor, administrators, and Instructional Lead Teacher are utilized during these times. As a part of this grant initiative, ELT will be extended to increase ELT Reading/Literacy time. In order to accomplish this, PES has a need for resources, materials, and more modern technology.

4. Disciplinary literacy in all content areas.

Intervention specialists and other resource teachers are utilized throughout the day for tutorial and remedial instruction. Morning tutorials/remediation in reading take place from 7:30 – 8:00 daily as students arrive before school officially begins and from 2:30 – 3:00 as students riding in cars are waiting to be picked up by parents. Extended Learning Time (ELT) in Math was implemented last year and is conducted four days per week in all grades; however, ELT Reading was not offered in all grade levels due to time and personnel constraints. As a result of analyzing student data, some grade levels now offer ELT in Reading as well. Students are placed in these ELT groups based upon universal screening scores, benchmark assessment scores, and/or classroom performance.

Administrators and resource teachers are used to reduce the teacher to student ratio during this 30-

minute block as component literacy skills are targeted. Since ELT Reading is not available for all, PES is in need of an afterschool and/or summer reading program for at-risk students.

Some teachers at PES are integrating literacy instruction in content areas, but more professional development in disciplinary literacy education is needed in order to efficiently implement a rigorous, school-wide effort. Materials are also needed to assist content teachers with consistent execution of disciplinary literacy skills lessons.

5. Collaborative planning teams within and across content areas.

Six teacher planning days are scheduled on a school-wide calendar throughout the year. During these planning days teachers write CCGPS units, analyze student work and assessment data, and discuss research-based strategies for remediation and enrichment within and across grade levels and content. As noted in the schedules above, each grade level has common planning times during the school day. While collaborative planning within and across content areas is supported and in place at PES, time and financial constraints limit the effectiveness of this planning. More planning time prior to the beginning of the school year, throughout the year, and during the summer with stipends is needed in order to provide teachers time to create consistent, quality literacy lessons in all content areas. All Pre-K through 5th grade teachers are required to complete two peer observations per year to promote collaborative discussions. In addition, the leadership team is required to also complete an additional two peer observations to target specific areas of instruction.

6. An intentional effort to identify and eliminate inefficient use of student and faculty time within the schedule.

Time and resources are maximized at PES through creative scheduling. Revision of schedules is a constant at PES. Every effort is made by the administration to protect instructional time and eliminate inefficient time during the school day. Administrative announcements, schedules, and weekly agendas are sent through e-mails. Classroom teachers are not assigned duties outside the traditional classroom setting during the day so the focus remains on providing quality instruction for students and maximum usage of planning time. During the prior school year, PES implemented SchoolCarpool.com, a computerized dismissal system that eliminated the need for teachers to have afternoon car duty and provided them with an extended amount of time in the afternoons to provide additional instruction as they were waiting to be picked up by parents. Also, announcements are made through the use of this computerized program that sends specific messages directly to the classroom(s), reducing interruptions.

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

Literacy is an important skill in order to be successful in any content area. As stated in the “Why” document, “a learner’s literacy ability is the root of ALL academic performance” and “literacy skills are embedded and emphasized in each content area in all grade levels.”

1. Faculty and staff participate in targeted, sustained professional learning on literacy strategies within content areas.

Many teachers of reading have the tools required to teach the literacy skills needed, but are overwhelmed with the task of applying these skills to content (informational) text. Research-based strategies are explored and piloted in reading classes, but rarely are implemented in content area courses. Examples of prior PL include Reading First, Beverly Eisile Reading Strategies, Lexile Training, Brady Doll Reading/Writing Strategies, Ruby Payne Poverty Workshop, and Running Record Training. The information presented was helpful but lacked in-depth knowledge for reading in the content areas. Because the needs assessment survey identified disciplinary literacy instruction as a weakness at PES, more professional learning, resources, and technology are needed for teachers to confidently and consistently include more literacy lessons into their content units.

2. Walk-through and/or observation forms.

Currently, PES uses the Learning Focused Checklist and e-Walks for observation walkthroughs. These informal observations allow the administrators to monitor the use of research-based strategies across all classrooms at the school. The leadership team also utilizes the Learning Focused Checklist as peer observations are completed. All Pre-K through 5th grade teachers are required to complete two peer observations per year to promote collaborative discussions. In addition, the leadership team is required to complete two additional peer observations to target specific areas of instruction. However, many times no feedback is given to the teacher being observed. Lesson plans of teachers are also checked for the inclusion of focus skills and strategies, therefore allowing opportunities for PES to sustain any grant implementation initiative. The administration is considering using The Literacy Instruction Observation Checklist as a tool for monitoring the implementation of literacy standards from the CCGPS.

E. Action: Optimize literacy instruction across all content areas

The faculty of PES agrees that literacy instruction should be integrated in all subjects as expressed in the CCGPS. “ALL stakeholders . . . are responsible for promoting literacy.” (The “Why”) Students must be equipped with “the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels.” (The “Why”)

1. Integrating reading into all subjects.

With the implementation of the GPS, reading teachers began to incorporate science and social studies texts into their reading and writing program. However, content area teachers have not been trained to use reading strategies on content text. While implementing the CCGPS, it became apparent more professional learning was needed for teacher training. This has become an initiative for content teachers at PES.

2. Academic vocabulary in all subject areas.

Vocabulary is a weakness for students in all content areas especially in math, science, and social studies. Some teachers have implemented John Antonetti’s process for vocabulary acquisition using related pictures where students must use personal response to create emotional connections with words and meanings. Other teachers have utilized the strategies of the “Four Blocks.” According to the “Why” document, “unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet in even the best early childhood programs.” All teachers require that their students maintain a vocabulary notebook. Vocabulary development continues to be a weakness, especially in our ELL population, and additional PL is needed.

3. Writing as an integral part of every class each day.

Mark Diamond’s “Writing to Command” and Lucy Caulkins’ “Writer’s Workshop” are writing programs currently used by PES. Reading and writing across the curriculum has been a topic of discussion for several years, and the need for more professional learning in this area is a priority among teachers. As quoted by Graham & Hebert in The “Why” document, “Students’ reading comprehension is improved by having them increase how often they produce their own texts.” PES encourages writing in all classes and has made attempts to distribute the writing responsibilities of the language arts teachers to other content area teachers. PES will work toward creating and successfully implementing this comprehensive literacy plan based on the guidelines and standards outlined in Georgia’s Literacy Conceptual Framework, The “Why.”

4. Teachers have or will participate in research-based, professional learning on the following:

- a. Incorporating the use of literary texts in content areas** – Science and social studies are taught through informational leveled readers although more resources and PL are needed.
- b. Using informational texts in all Language Arts and Reading classes** – Our reading and ELA teachers work to incorporate informational texts on science and social studies content. More resources and PL are needed in this area.
- c. Incorporating narrative, argumentative, and information writing in all subject areas** – Within each grade level (3-5) teachers have distributed writing responsibilities to include all types of writing. K-2 teachers work to integrate writing into all content areas.
- d. Selecting appropriate text complexity for the CCGPS implementation** – Through recent Lexile training by our Instructional Lead Teacher (ILT), teachers are choosing appropriate materials and accurate reading ability level passages for the students. More resources and PL are needed in this area.
- e. Selecting text complexity for the CCGPS implementation** – Students are selecting reading materials according to Accelerated Reader initial placement into Lexile levels.
- f. Instructing students in the following:**
 - i. conduct short research projects,**
 - ii. identify and navigating the text structures most common to content areas,**
 - iii. supporting opinions with reasons and information, and**
 - iv. determining author bias and point of view.**

“Teachers need support in knowing how to teach students who arrive in their classrooms with a broad range of language competencies, backgrounds, and needs.” (The “Why”, p.69) Although PES teachers provided instruction in i-iv, lessons have been haphazard and infrequent. Therefore, continuous professional learning in providing all students, especially English Language Learners, with the latest and most engaging teaching practices and resources is a must.

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Parent and community partnerships have always been a strong component of Patterson Elementary School's success. As noted in the "Why" document, "Student achievement is contingent on the levels of leadership in developing literacy in the nation, state, district, school, and classroom."

1. Community advisory board.

PES will enlist the help of its School Council and business partners to act as an advisory committee to actively participate and develop literacy goals. School council members include business, parent, and teacher leaders from the community.

2. Network of learning supports within the community.

PES has in place a network of learning supports within the community. Family Connections is a community organization focusing on family and school success. The Lee Street Resource Center provides after school tutoring and mentoring to at-risk students. Easter Seals pays for tutoring of disabled students. Several teachers also provide individual tutoring to students with literacy deficits. The PES Volunteer/Mentor Program provides tutoring and mentoring throughout the school day from community leaders, parents, and retired teachers.

3. Social media.

All events at the school are posted on the school's webpage. PES has also joined the social media world by creating a Facebook page for school events. Both of these media sources need to be updated and expanded to include parent resources for assisting children with literacy. The Parent Institute and other online resources for educating parents will be added as part of the comprehensive literacy plan. There is a need for professional learning in the use of social media.

4. Academic successes are publically celebrated.

Academic successes are published in the local newspapers as well as on the school's website and hallway bulletin boards. Parents are invited to attend academic reward programs held after each nine weeks grading period and at the end of each year. As social media is used more to communicate, the academic successes will be publically celebrated there as well. Professional learning in this area has also been identified as a need among PES staff members.

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 1. C., D.)

As outlined in Building Block 1. C., D., PES promotes active collaborative teams to ensure a consistent literacy focus. Guidelines for these teams include:

1. Cross-disciplinary teams for literacy instruction.

The administration of PES has established an expectation of shared responsibility for literacy across all curriculum/content areas as mandated by the CCGPS.

2. Protocols for team meetings.

PES reviews and follows the Norms and Covenants established by the faculty and administration in conjunction with Pierce County Schools' Norms and Covenants each meeting.

3. Scheduled time for teams to meet for regular collaboration.

Leadership team members will meet regularly for collaborative planning, discussion of research-based literacy instruction strategies, and examination of student data and work. These meetings are held after school each month, or more often as needed. All teachers will participate in professional learning focused on differentiated instruction strategies and on disciplinary literacy strategies. Grade level planning occurs weekly during a 45-50 minute common planning time for collaboration on instruction. Six times yearly grade level teachers meet all day to write units, and discuss pre/post test data. Periodically during extended planning time, teachers conduct benchmark analyses and plan for tiered instruction. Resource teachers also meet with classroom teachers during these planning periods as allowed by scheduling. As Goals 2 and 4 of the Georgia DOE Strategic Goals states, PES is committed to “strengthen teacher quality . . .” and “develop strong education leaders, particularly at the building level.” Content teachers plan vertically each month and participate in content-based webinars on the CCGPS as available from the state department.

4. Team roles, protocols, and expectations are clearly articulated.

Agendas for meetings outline topics, and Norms and Covenants are followed. Professional Learning Community roles need to be established for the purpose of literacy implementation across the curriculum.

5. Components of the Professional Learning Community model.

PES has participated in numerous Professional Learning Communities (PLC) workshops over the

past ten years and has implemented the components of PLC throughout the school. All staff members participate in book studies and other focus group meetings on specific school-wide concerns throughout the year. However, diminishing revenues have forced budget cuts that have reduced participation in area and state-wide workshops during recent years. These cuts have directly affected new teachers' ability to experience first-hand PLC training. A portion of the anticipated funding from this literacy grant would be used for PLC workshops.

6. Specific, measurable student achievement goals.

PES defines SMART (Specific, Measurable, Attainable, Relevant, Time-oriented) goals each year based on outcome assessments. Grade levels analyze data and complete the Fishbone Root Cause Analysis to determine strengths and needs. Individual teacher goals are written and included as part of his/her evaluation process for that year. The entire faculty shares the root cause information looking for common threads throughout the curriculum. Based on the school needs, SMART goals are established and agreed upon to address these weaknesses in curriculum, instruction, assessment, etc. The goals are posted in the professional development room and media center.

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

It is recognized that “change is difficult and takes time” (NCTE policy brief for Adolescent Literacy Reform, in The “Why”). Therefore, PES is committed to supporting teachers in developing high-quality instruction as the shift is made to CCGPS.

1. Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

Teachers use the CCGPS and related resources to guide literacy instruction across the curriculum, including informational texts in language arts and reading classes. Units are developed by teachers using the CCGPS as the core of each unit. Units are analyzed for rigor and relevance, and teachers are given feedback from the Instructional Lead Teacher and administrators. Although units are aligned with CCGPS, teachers need more professional learning in understanding the language of the CCGPS, more time for researching and locating engaging materials and technologies related to the CCGPS, and time to write high quality units based on CCGPS guidelines. In addition, online programs such as Reading A-Z help make up the lack of leveled and Lexiled readers for all grade levels. PES needs a

rich curriculum of literary and informational texts. PES will provide professional learning opportunities for teachers to learn about CCGPS for literacy in science, social studies, and math.

- 2. Teachers coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.**

Following the professional learning and given time to implement new strategies and methods, teachers will use peer observations to monitor the use of instructional strategies learned to improve literacy. As teachers become proficient in these strategies, they will coach other teachers and model lessons (using videos, social media, and face-to-face meetings) in disciplinary literacy. Alternative instructional strategies will be researched and used to promote student learning of the CCGPS.

- 3. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.**

At this time, 3rd and 5th grade teachers are using the state writing rubrics. Fourth grade teachers are using a “modified” version of the 5th grade rubric. Kindergarten and First grade teachers have developed a common writing rubric, but all teachers are not necessarily using it for assessment. Therefore, there is a need for professional learning and the development of a school-wide writing rubric to provide consistent, explicit goals for writing performance at each grade level. Also, writing will be required as part of every class every day, using technology when possible, according to the guidelines expressed in Georgia’s Literacy Conceptual Framework.

- 4. All types of literacy are infused into all content areas throughout the day.**

PES uses print, non-print, and online media to meet the needs of students. Online research materials are available through GALILEO. More training for our teachers would be needed to incorporate the use of wikis, blogs, webpages, and other social media into the classroom. Language development resources would help support English Language Learners, as well as providing opportunities for students to expand their language abilities.

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

- 1. Various models of coordinating “wrap-around” services have been studied.**

Parent involvement is addressed through a Title I Family Involvement Coordinator at the district level. Parent Involvement Committees at each school discuss parent concerns, appropriation of funds, and activities which contribute to the success of the students and for the communication between stakeholders and the school. The Easter Seals Organization provides funding for after-school tutoring

for disabled students. PES has a volunteer mentoring and tutoring program currently in place. Students with literacy deficits are paired with volunteers throughout the school day to provide individualized assistance with reading. However, volunteer training in literacy instruction is needed for this program to be more effective. The community offers the Lee Street Resource Center for afternoon tutoring and mentoring of students who are at risk. PES plans to seek additional literacy services in the community, from other agencies, and through faith-based groups to accommodate more students.

2. Avenues of communication are active with key personnel in out-of-school organizations and governmental agencies that support students and families.

PES participates in professional learning webinars and conferences as time and money allows. Conferences for teachers and support personnel have been reduced to a minimum due to a lack of funding. Our partnership with Okefenokee RESA provides professional learning as needed.

3. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.

PES has a parent involvement committee, PTO, and a school council in place. These groups are dedicated to the enhancement of our school's success through student achievement.

4. Technologies are utilized to more creatively and effectively support stakeholder engagement.

Currently, PES is utilizing technology in the form of an electronic newsletter, the school's website, and a Facebook page to collaborate with supporting out-of-school agencies and organizations within the community. Pierce county Schools has a "Notify Me" technology component in which e-mails are automatically sent to parents, students, and teachers. There is also an "Alert Now", which telephones students, parents, and teachers with announcements. Both of these enhance communication between home, school, and community. However, with more and more instructional technology resources available, PES is in need of more computers, notebooks, and tablets to enhance literacy instruction. Since the Georgia definition for literacy encompasses "the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels", greater access to these tools and the skills to use them must be provided to students. Students must be instructed in using these new technology tools in order to maximize the potential for world-wide communication. More professional learning on the creative and effective use of technology in engaging all stakeholders is a prioritized need. As technology is constantly changing, PES has a need to update its

hardware/software and to add more and varied media available to students to meet these ever-changing demands. At present PES has a student to computer ratio of 4:1. Our goal is to purchase at least two tablets and four modern desktops per classroom for student use in instructional, remediation, and enrichment activities.

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.

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.

Over the past five years, PES has utilized two primary universal screening and progress monitoring tools – AIMSWeb and GRASP. AIMSWeb is used primarily for SPED students, while GRASP is used for all regular education students. Instructional needs of advanced learners are addressed through Extended Learning Time (ELT) groups. Teachers were also trained in the use of Max Thompson’s Learning Focused Strategies for Assessment. However, these programs do not provide the specific data on component literacy skills as desired, nor do they provide appropriate individualized remediation or enrichment options for students. Teachers spend hours locating, studying, and matching appropriate resources to student needs. Progress monitoring and reporting of results are cumbersome for teachers and intervention specialists to administer and interpret. Once the screenings are completed, few diagnostic interventions/strategies are suggested to meet the needs of struggling readers. Therefore, PES will purchase DIBELS Next. This program will provide more prescriptive, individualized, technology-based prescriptions for students. In addition, professional learning will be provided to ensure that teachers understand the programs and set appropriate learning expectations across literacy and content classrooms. This task will require that PES upgrade its technology infrastructure to support assessment administration and dissemination of results.

2. Common mid-course assessments are available for use across classrooms and include a variety of formats.

Benchmark assessments and unit assessments have been used extensively at Patterson Elementary School over the past ten years. However, due to time and resource constraints, only multiple choice assessments have been created and administered. This school year, Instructional Lead Teachers (ILT)

from the each of the county's three elementary schools have been given the task of creating common assessments for all K-5 students in Pierce County. Because we are moving toward PARCC assessments in the 2014-2015 school year, we must adjust our assessment tools to include a variety of formats. Teachers have expressed a need to have more input when creating these assessments. PES is in need of professional learning time to locate resources and develop common assessments that will include a variety of formats. These assessments would provide measures to identify high achieving/advanced learners who would benefit from enrichment activities as well as struggling learners who need remedial instruction.

3. Assessments and intervention materials aligned with students' needs are available and personnel trained.

Benchmarks are created at the district level. Previously, teachers developed their own assessments which were not consistent across the district. Teachers are responsible for creating all other assessments (formative) used in their classrooms. There is a lack of resources and professional development available to create the assessments and appropriate interventions for both high- and low-achieving students. The infrastructure for ongoing formative and summative assessment would assign the data team with the task

- a. of refining the procedures and expectations for staff to review and analyze assessment results,
- b. of defining a process for selecting appropriate interventions for struggling readers, and
- c. of identifying and purchasing assessment and intervention materials aligned with students' needs.

Upon selection of materials and resources, professional learning will be secured to train all staff who administer assessments and interventions to ensure standardized procedures and accurate data recording. This training will be in place prior to the start of the school year.

4. A data collection plan for storing, analyzing, and disseminating assessment results is in place.

The data collection plan already in place at PES for storing, analyzing, and disseminating assessment results will be used with modifications and updates as needed. Universal screener data is stored on the GRASP website. At this time, PES is using Prosper as our main data collection and storage tool. This plan coordinates with the guidelines and descriptions set in the Georgia Literacy Plan in the "Why" document on page 96.

- 5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.**

The calendar of formal assessments set by local, state, and program guidelines already in place will be expanded to include persons responsible.

B. Action: Use universal screening and progress monitoring for formative assessment

- 1. The instructional levels of all students are screened and progress monitored with evidence-based tools.**

At this time PES utilizes GRASP (K-5) and AIMSWeb (SPED) for its universal screening tool. Teachers have the responsibility for progress monitoring students who are placed in Tier II of RTI bi-weekly and those in Tier III weekly. This is a burden for the classroom teacher to administer the probe, gather the data, and then import the data into the program.

- 2. Commonly shared mid-course assessments are used across classrooms to identify classrooms needing support.**

Common benchmark assessments and unit assessments have been used over the past decade to identify classrooms needing support. Intervention specialists are assigned to those classrooms identified as needing additional literacy support.

- 3. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)**

Universal screeners are used to identify at-risk students who need to change tiers. Progress monitoring is used to make decisions regarding movement among the four tiers of RTI. When progress monitoring continuously demonstrates a lack of achievement, students are moved to a higher tier and receive more intensive interventions. Curriculum based assessments are used to guide instructional decisions regarding movement among tiers. However, these assessments are created by each individual teacher.

- 4. Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results.**

The infrastructure of PES is adequate for our current uses, but as we create new and varied assessments and move towards more advanced computer-based programs, there will be a need to

upgrade our current hardware. We are using Prosper to score and help analyze our benchmark and unit assessments. This system is outdated and purchasing the consumable forms required to use the system is costly.

5. Intervention materials aligned with students' needs are in use and staff is trained.

Presently, our school does not have a comprehensive plan regarding interventions to address specific weaknesses. Our administration and leadership team are researching computer programs that provide a standardized screening tool, data storage capabilities, detailed reports, and student interventions specific to individual student needs, making the RTI process more effective for at-risk students and more efficient for teachers. PES will research and select an effective universal screening tool to measure literacy competencies for all students across the curriculum. Additionally, PES will research and select effective progress monitoring tools to measure general-outcome literacy competencies such as phonemic awareness, vocabulary, oral reading fluency, comprehension, and written expression. DIBELS Next and professional development would need to be funded through this SRCL Grant in order to meet the requirements of assessment. This would be an integral part of our RTI process.

At this time, our students do not have intervention materials and tools that are consistent throughout the school. Teachers have studied and attempted to implement research-based strategies appropriate for those students needing specific RTI interventions. However, this process has been very inconsistent because teachers have a difficult time including it into their instructional day. It would be possible, with the SRCL Grant funding, to create an RTI Lab with computers installed with literacy intervention programs accessible to students before, during, and after the school day. This lab would be coordinated by an RTI intervention specialist who would provide the intervention, administer/monitor the probes, and collect and post the data. This would ensure that our at-risk students would be provided with a consistent, pervasive intervention on a consistent basis. Intervention specialists and teachers would need professional learning on the RTI process and its intervention components.

6. A formative assessment calendar based on local and state guidelines includes time for administration and the persons responsible.

Testing windows for universal screeners and benchmark assessments are set at the district level and the PES assessment team selects specific dates within that window. These dates are chosen according to state and program guidelines and testing windows.

7. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework.

As a part of this SRCL Grant, teachers will be assigned the task of creating assessments using various formats, not just the traditional multiple choice type tests, and time to develop rubrics for grading based on the CCGPS. With the implementation of the Partnership for Assessment of College and Career Readiness assessments, these varied formats will be crucial in providing advanced learners with the knowledge, skills, and practice needed to be successful.

Gifted education testing is also set in conjunction with the district testing guidelines. At PES, all students in second grade are administered a screening test (NNAT-2), and those who score at or above the state qualifying scores (in addition to those referred by teachers or parents) are further assessed. Qualifying students then receive differentiated instruction through resource and classroom teachers. PES has twelve regular classroom teachers endorsed in gifted education, therefore students are strategically placed in these classrooms to receive differentiated instruction based on their literacy needs, as well as those at-risk students who may benefit from advanced instructional opportunities.

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

1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.

PES does not have a protocol in place ensuring that students identified by screenings routinely receive diagnostic assessment but will establish a protocol by trained staff.

2. Diagnostic assessments isolate the component skills needed for mastery of literacy standards.

Teachers use current assessment data to identify and provide materials and resources needed for mastery of literacy standards. These assessments and interventions are hindered due to a decreasing staff and a diminishing budget for additional resources. PES will research and select a technology-based tool, if possible, that will isolate the component skills needed for mastery of literacy standards as stated in the “Why” document to include “phonological awareness, alphabet knowledge, concept of word, and letter-sound correspondence.”

3. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Currently PES uses GRASP screeners and classroom performance to identify at-risk and high-

achieving students. The computerized program mentioned above would be one that includes diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

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

- 1. Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement.**

As soon as scores are obtained, teachers analyze the CRCT and 5th Grade Writing Assessment results to determine broad student needs and serve as a baseline for improvement. These analyses are completed by individual teachers, grade level groups, and the school's leadership team (BST). Students who did not meet standards in Grade 3 reading and Grade 5 reading and/or math are quickly identified and remediation begins for summer administration of the test.

- 2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.**

Grade level teachers are asked to review these results individually and then as a team prior to completing a fishbone root cause analysis for each subject.. This analysis provides insight to adjustments that need to be made in the instructional programs, as well as in individual grade levels or classrooms.

Upon completion, all staff members meet to discuss and identify common threads from these analyses across grade levels and content areas.

- 3. During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.**

Once school-wide strengths and needs are identified, teachers engage in a discussion to clearly articulate a strategy for improvement and a method of measurement – creating SMART goals for the upcoming year. This discussion typically takes place during post-planning days, which have currently been furloughed. A need exists for PES to include more professional learning days during post-planning to provide the much needed time to make sound, research-based programming decisions.

- 4. Data is disaggregated to ensure the progress of subgroups.**

Consolidated subgroup data is disaggregated by the administration using a resource template provided by GLISI. All teachers are responsible for examining subgroup data for the students they serve. Overall subgroup data is disaggregated by ethnicity, economically disadvantaged, gender,

English-language learners, and special education populations.

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

1. A protocol has been developed and is followed for making decisions to identify the instructional needs of students.

PES will continue to build collaborative data meetings into the monthly calendar. Indicators used include CRCT scores, informal and formal classroom assessments, benchmark assessments, and teacher observations. During grade level meetings and on common planning days, teachers analyze student data from these sources and make instructional decisions to best meet the needs of our students. Strategic decisions with regard to grouping students for ELT segments and skills grouping are all made using data collected from these common measures. At this time, Lexile scores are not common measures used for making instructional decisions because we do not have a software program to correctly diagnose student Lexile levels. Baseline Lexile level data is collected from CRCT. Because Lexile scores are obtained from the CRCT, data is only available for our current fourth and fifth graders. This is especially important in consideration of the new state CCPRI tool which will be used for school accountability measures.

2. A data storage and retrieval system is adequate and is understood by appropriate staff members.

PES currently stores student data in a variety of ways. PowerSchool is the program of choice by the district for teacher grade books and parent communication. Ongoing formative and summative assessment data are stored in PowerSchool. Kindergarten teachers use the GKIDS database and retrieval system. As for state mandated assessments, teachers have access to student permanent records and the state's longitudinal data system (LDS). The Prosper data system allows all teachers to access current end-or-unit and benchmark assessment data that corresponds to their students. Data in Prosper can only be accessed by the current teacher in the current year. Attendance data is available to all teachers through LDS. New software programs may require that PES updates the data storage and retrieval system.

3. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

PES uses the data retrieval systems listed in #2 to review, analyze, and disseminate assessment

results. After each assessment teachers analyze and identify individual students' strengths and weaknesses of specific standards, as well as grade level strengths and weaknesses. Grade level minutes are submitted to the administration with analysis of these results as well as a remediation plan for addressing student needs.

4. Protocols for team meetings are regularly followed.

All team meetings are required to have agendas outlining topics for discussion, and Norms and Covenants established based on the district norms are followed at all meetings. The chairperson sets the agenda, schedules the meeting, and leads the meeting. A recorder writes the minutes, secures signatures from those in attendance, and forwards minutes to administration and team members. Team meetings are for teacher discussion of curriculum pacing and assessments.

Building Block 4. Best Practices in Literacy Instruction

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

1. Core programs based on carefully articulated scope and sequence of skills.

The CCGPS is the basis of the literacy program at PES. Teachers utilize the state's resources (scope and sequence) to build units of learning that are rigorous and relevant. Although most teachers are confident in providing literacy instruction to all students, they feel a need for more professional learning on direct, explicit literacy instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area. This professional learning includes, but is not limited to the following:

2. Student data – identifying greatest needs and providing appropriate instruction

Student data will continue to drive instruction. Teachers will examine student data to identify areas of instruction with the greatest needs and provide appropriate materials and tools for active engagement. Professional learning in understanding the language of the CCGPS, in selecting appropriate resources, and in acquiring and utilizing technology creatively is needed by all staff at PES.

3. Classroom observations by the administration and leadership team

The administration and leadership team (BST) of PES will use the Georgia Literacy Instruction Observation Checklist as a means to gauge current practice in literacy instruction and to provide support to new teachers on differentiated

instruction for all learners, including English language learners and students with exceptionalities. Professional learning in effective observations and post-observation conferences is needed by the administration and leadership team.

4. a. and b. Daily literacy block

K-2: whole group -- word identification/vocabulary /comprehension instruction

In addition to classroom observations by administrators and the leadership team (BST), lesson plans will be reviewed to ensure a 90-120 minute daily literacy block in grades K-2 includes whole-group instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students. Small group instruction will also be monitored for decoding and comprehension skills. On-going professional learning in the core components of literacy instruction, therefore, is also a need.

3-5: literacy instruction within specific content areas

The same observations and review of lesson plans will be utilized in grades 3-5 to ensure that departmentalized students receive two to four hours of literacy instruction across language arts and in content area classes. In grades 3-5, more professional learning is needed in disciplinary literacy integration.

5. Literacy instruction within specific content areas

Disciplinary literacy instruction implementation will be expected and evaluated in all content areas by the administration of PES. On-going professional learning and coaching is a need in this area.

6. Other Professional learning needs

The faculty of PES needs more professional learning on the following:

- a. Using data to inform instructional decisions and explicit teaching
- b. Selecting appropriate text and strategy for instruction
- c. Telling students specific strategies to be learned and why
- d. Modeling of how a strategy is used
- e. Differentiating instruction

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

1. Writing is consistent with CCGPS.

A plan for instruction in writing at PES is consistently being developed and aligned with CCGPS. Time for collaboration of teachers both horizontally and vertically will be included in the school-wide calendar to ensure that all students receive effective writing instruction across the curriculum.

2. Coordinated plan for writing instruction across all subjects.

A coordinated plan will be developed to include explicit instruction, guided practice, and independent practice in all content areas. Professional learning opportunities on best practices in writing instruction in all content areas will be required of all subject area teachers. At present, PES is utilizing the Mark Diamond “Writing to Command” and Lucy Caulkins “Writer’s Workshop” strategies for teaching writing. A more explicit writing plan will be developed by the literacy team to ensure consistency of strategies and time spent writing across content areas. The writing instruction plan will require that teachers provide instruction in and opportunities to write or reflect in every class daily. During this time, students will develop an argument citing relevant and reliable textual evidence, will write coherent informational or explanatory texts, or will write narratives to develop real or imaginary experiences to explore content area topics. Technology will be used for production, publishing, and communication across the curriculum. Therefore, the literacy leadership team will research and select appropriate hardware and software to accomplish this task.

3. Professional learning.

Upon selection of an age-appropriate computer-based writing tool, teachers will be provided with up-front and on-going professional learning.

4. Consistent writing instruction.

All classroom teachers will provide daily instruction in writing narrative, informational, and/or persuasive text. Student will cite relevant and reliable textual evidence and develop real or imaginary experiences to explore content area topics.

5. Technology usage in writing.

Again, technology will be used for production, publishing, and communication across the curriculum. Therefore, the literacy leadership team will research and select appropriate hardware and software to accomplish this task.

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

1. Protected, dedicated literacy instruction in self-contained classrooms.

Patterson Elementary School sets aside time each day for K-2 students to receive a minimum of 90 minutes of direct, explicit instruction in literacy. (Refer to specific grade level schedules in Block 1-C.)

2. Protected, dedicated literacy instruction in departmentalized classrooms.

Patterson Elementary School sets aside time each day for students in Grades 3-5 to receive a minimum of 2-4 hours of direct, explicit instruction in literacy. (Refer to specific grade level schedules in Block 1-C.)

3. Protected, dedicate literacy across language arts and content area classes.

Teachers work diligently to ensure that time is maximized by working with a scheduling committee each spring and summer to plan the following year's schedules. Inclusion teachers are included in weekly planning sessions to safeguard that literacy instruction is seamless and uninterrupted as well.

Through these weekly planning times, content teachers are also involved in the discussion of literacy instruction because they are responsible for writing and literacy instruction in math, science, and social studies classes. However, professional learning time is needed at PES to locate resources and tools, to plan engaging units, and to support the implementation of disciplinary literacy standards in all content classes.

Student engagement is also promoted through the use of student interest inventories at the beginning of each year, and learners are empowered to set weekly, monthly, and yearly goals for themselves.

Since instructional time for literacy is leveraged by instruction in disciplinary literacy in all content areas, PES teachers will develop lessons that incorporate these specialized skills that students must master to be able to read and write effectively in each content area.

D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

1. Self-selected reading materials and topics for research.

The literacy plan for PES will provide students at all grade levels with opportunities to self-select reading material and topics for research. There is a need for additional print and non-print text to

meet the needs of all learners.

2. Relevance of academic assignments.

Lessons and units will be developed that provide students with learning that is relevant to their lives. Background knowledge will be provided through the use of modern technologies.

3. Increase access to engaging texts.

In order to accomplish this aspect of the plan, there is a growing need at PES for additional print and non-print texts on topics that students consider engaging.

4. Increase opportunities for collaboration with peers.

Unit and lesson plans will include opportunities for peer collaboration as required in our current use of Max Thompson’s Learning Focused Schools. To ensure that these strategies are implemented in classrooms, the administration provides teachers with the learning focused checklist, conducts learning focused observations, and provides feedback.

5. Scaffolding students’ background knowledge.

Max Thompson’s Learning Focused Schools Scaffolding handbook, *Catching Kids Up*, is the basis for providing the necessary scaffolding in preparing students for new information in upcoming lessons.

6. Creative use of technology.

In order to promote engagement and relevance in literacy instruction, some teachers are utilizing modern technology. In order for all students to gain access to equitable instruction, there is a need for more of this technology instruction. Professional learning is needed to effectively plan and execute these creative lessons, and modern technology needs to be purchased to promote active engagement of all students. At PES the current student to computer/other technology ratio is 4:1.

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.)

1. The percentage of students currently served by grade levels K-12 in each tier is determined regularly to determine efficacy of instruction in each tier.

At PES, all K-5 general education students are assessed with the universal screening tool (GRASP) three times per year. All Special Education students are assessed with AIMSWeb. The data from this screener, along with results from the CRCT, LEXIA, STAR Reading, and previous academic

performance, is then analyzed by grade level teachers to determine the needs of each student.

Decisions for placement into Tier II are made by the grade level team and/or the administration in collaborative planning meetings. Each time a student moves from one tier level to another, the RTI coordinator and grade level teachers meet collaboratively to determine if the intervention is successful, needs increasing in duration or frequency, or movement to the next tier is necessary.

2. Protocols for identifying students and appropriate interventions.

Once students are placed, the team then identifies and matches appropriate interventions for each student based on individual needs. Most teachers at PES feel they need more support and professional learning on locating and determining appropriate interventions for students.

3. Interventions are monitored frequently.

Currently, teachers are responsible for frequently monitoring the interventions being used but again feel a need for more professional learning on frequency and fidelity of progress monitoring interventions. Changes in interventions are made as necessary.

4. Formative assessments are analyzed frequently.

All formative assessments are analyzed and reported in a timely manner, based on Assessment Protocol listed in the Assessment and Data Analysis Plan. Morning Tutorial and ELT groups are flexible to ensure student mastery of CCGPS.

With the SRCL grant, PES will be able to purchase a reading intervention program that focuses on a whole-word approach to teaching reading with repetition versus the traditional phonics approach to teaching reading.

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

Instruction in Tier I at PES will be based upon the CCGPS in all grades to all students in the regular education classrooms according to the proposals made in Blocks 4A and 4B.

1. Student data is examined.

Upon examination of student data, reteaching of material using other strategies and modalities will be done in the regular classroom if less than 80% of the students are successful when assessed.

2. Current practice in literacy instruction.

Currently, small group reading instruction is required by all reading teachers at PES after the direct, explicit teaching has occurred in a whole group setting. Additionally, content teachers will be evaluated by the administration on the implementation of disciplinary literacy in their lesson plans and teaching.

3. Professional learning in literacy instruction.

On-going professional learning is vital for veteran and new teachers alike to become proficient in the RTI process. PES has a need for on-going professional learning on the following:

- a. Direct, explicit instructional strategies in disciplinary literacy (word identification, fluency, vocabulary, comprehension, and writing skills)
- b. As required by the Georgia SRCL Grant application, training will be necessary on DIBELS Next and the Georgia Literacy Instruction Checklist.
- c. Team teaching/inclusion has been a research-based model that has been implemented at PES for about eight years. Based on the data, this teaching model has proven to be highly effective for both our SPED and EIP student populations. This model allows a SPED teacher to work with any struggling student in the content classrooms along with the content teacher. This reduction in the teacher to student ratio, according to research, increases student achievement. This model of instruction at PES as well as the resource model will continue to be used in order to keep students in a Least Restrictive Environment.
- d. The level of expectation for students at PES is extremely high. There is a school-wide belief that all instruction is data-driven. This philosophy is shared with all stakeholders – administration, students, teachers, parents, and the community. All students are expected to make progress and show grade-level mastery of the CCGPS by the end of each school year.

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

1. Interventionists participate in professional learning.

The intervention specialists at PES will be expected to be well versed in all aspects of the RTI process and the intervention tools and strategies. Professional learning for all interventionists will be provided in order for the interventions to be utilized with efficacy and fidelity.

These intervention specialists will participate in professional learning on the following:

- a. Using appropriate supplemental and intervention materials
- b. Diagnosing reading difficulties
- c. Using direct, explicit instructional strategies
- d. Charting data

- e. Graphing progress
- f. Differentiating instruction

2. Collaboration and planning between classroom teachers and interventionists.

Because PES is a Title I school, a portion of our Title I funds has been used to provide substitutes for teachers in order for planning collaboratively, analyzing student data, and providing appropriate interventions. In the past, the BOE has provided four “planning days” for teachers. However, with the implementation of the new CCGPS, Title I monies are used for two additional planning days. PES would continue to use this money and the SRCL Grant funds to provide increased grade-level, vertical, and content-related planning days in order to plan appropriate interventions with intervention teachers for targeted students. In addition, these specialists attend weekly grade level planning meetings to analyze Tier II students’ progress and plan instruction accordingly.

3. Professional learning of assessment data.

As stated in the “Why” document, “The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom.” All teachers at PES need training in the protocol for student assessment data analysis. All teachers participate in data analysis and are aware of expectations for students moving into Tier II based on data from the universal screener that is completed 3 times a year or from the Tier I data that the classroom teacher collects for a period of 6 weeks. (These are students who fall in the bottom 10-20% compared to the others students in the class.) Additional collaborative planning days allow PES to maximize its efforts in remediating these students. There is a need at PES for more of these planning days.

4. Effectiveness of interventions.

As indicated in the sample schedules for each grade level (Building Block 1-C-1) PES is committed to providing sufficient blocks of time in the daily schedule for interventions.

- a. Classroom teachers’, resource teachers’, and intervention specialists’ schedules are closely examined to ensure that maximum time is given for interventions.
- b. All available space for personnel to effectively provide interventions is utilized.
- c. All teachers and interventionists at PES are highly qualified according to the guidelines of the Professional Standards Commission and are trained in basic literacy strategies. As needs and concerns arise, professional learning is sought out and implemented. However, due to budget constraints, more professional learning opportunities are requested.

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

At PES, when students enter Tier III in the RTI process, data teams are expanded to include school psychologist (if applicable), ESOL teacher, migrant teacher, speech/language teacher, and others who may have relevant input in student's educational plan (lab teacher, intervention specialists, morning tutorial teacher). A meeting is held to discuss interventions to be applied.

1. Data team meetings.

- a. Teachers monitor progress of Tier III students every week using GRASP probes for a period of six weeks then meet to analyze results noting a student's growth or lack of progress. The classroom teacher(s) collect two to three work samples from the student. If little or no progress is made, a second Tier III meeting is held to determine the next step for the student. (This meeting must take place no later than six weeks after being placed in Tier III even if the student is being successful with the interventions.) At this point, students are provided all available opportunities and resources including small group instruction, morning tutorials, after school tutorials, and additional computer lab time.
- b. The RTI coordinator meets with grade-level teams at this point to review RTI procedures and to check RTI folders. During these meetings, the PES team follows the "Evidence-Based Decision-Making Cycle" as outlined in the "Why" document: What is the problem? Why is this happening? What is our plan? The plan is implemented. Did the plan work? This cycle is used for all RTI students at PES. All teacher surveys indicate a need for additional professional learning in this portion of the RTI process as outlined in the GaDOE manual and guidance.
- c. If the student has not been successful with the interventions, the team will verify the implementation of the research-based interventions and may then decide to send the data collected to the County Review team (the school psychologist, the student services coordinator, and the curriculum director); or the team can decide to expand the intervention and progress monitor another six weeks if more data is needed.
- d. The review team and administration will ensure that interventionists have maintained fidelity to the intervention protocol prior to referral to SST. The RTI coordinator and the principal ensure that these steps are followed. As stated previously, PES utilizes research-based teaching strategies for the interventions. However, there is a need in this area for

intervention programs and/or software that could assist teachers in making prescribed interventions.

2. Tier III SST/data team meetings.

Patterson Elementary RTI meetings are held to review data interventions for Tier III students. The team makes recommendations for changes in the intervention, time spent on a previous intervention, future meeting dates, and/or review by the county review team.

3. Delivery of interventions.

The delivery of interventions are offered at PES as time and resources allow; however, it is not always possible to provide the recommended 1:1 or 1:3 teacher to student ratio for the intervention time. The typical ratio for PES is 1:6.

4. Language difficulties.

When an EL student struggles, PES makes every effort to determine if the student's difficulties are due to a language barrier or a learning issue. The ESOL teacher completes initial assessments upon an EL's registration at PES and works closely with the classroom teacher in planning and instruction, particularly on vocabulary acquisition. The two teachers collaborate on the data collected to determine where any learning issues occur. If a decision is made that language is not the issue, the typical RTI process is followed.

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

1. School schedules are developed to ensure LRE.

PES has participated in the LRE (Least Restrictive Environment) since 2005. During this time, the SPED population has made gains in literacy. Special education students' schedules are completed first to make sure the SPED teacher can deliver the services with grade level teachers (co-teaching) ensuring a LRE. The LRE project allows teachers to differentiate instruction for the struggling readers and to use the co-teaching approach to maximize instruction by having two professionals in the classroom. LRE also provides instructional methodology to improve the achievement of all students, including those with disabilities, in the general curriculum. PES has also increased the amount of time students with disabilities are instructed in the general education classroom, providing them with the appropriate services and support needed for success.

2. Building and system administrators are familiar with funding formulas affecting students in special programming.

For the past two years, building and system administrators have been required to meet with Doug Ezra. At these meetings, funding formulas were reviewed, and each school was required to present different projected scheduling possibilities. Each plan was reviewed to select the one that would maximize funds for the system in conjunction with providing the best educational plan for students. The administration ensures that at-risk students are taught by the strongest literacy teachers.

3. Most highly qualified and experienced teachers support the delivery of instruction.

All students are instructed by highly qualified staff at PES. Through the use of the teacher evaluation instrument, the administration carefully analyzes teachers who are in need of more training for implementing appropriate reading strategies for struggling readers. In an effort to provide effective instruction to all students, PES is committed to hiring highly qualified teachers and instructional assistants.

The Special Education program at Patterson Elementary School is dedicated to providing students with disabilities every opportunity to achieve their maximum potential. These students are provided specially designed instruction in the LRE while being exposed to the general curriculum.

4. Professional learning for all teachers.

All teachers at PES are part of at least one professional learning community. They meet regularly to ensure that all learning is aligned with the CCGPS, even when the resource model is provided.

PES provides gifted services to about eight percent of its population. These students participate in a resource model for extension activities of grade-level standards as well as the state gifted and the national technology standards.

The population of ESOL students has grown this year from 3% to 5%. EL instruction is an area where teachers need extensive professional development in meeting the needs of English Learners.

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

1. Preservice education and teacher preparation.

The administration at PES meets annually with the PSC and teacher prep schools to discuss changes and expectations in state procedures and policies concerning teacher quality, certification, and ethics.

Student teachers at PES are encouraged to attend all professional learning available on site or at the

district level. They are immersed in the total “operation” of PES and its Professional Learning Communities. Prior to the beginning of school, teachers new to our school (system) participate in New Teacher Orientation to become familiar with local policy and procedures. Past initiatives included a mentor program to provide support to new teachers for their first two years in our school. Through the initiative of this grant, PES hopes to once again provide mentors for inexperienced and struggling teachers in literacy, including disciplinary literacy.

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

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

The administration of PES is committed to providing the staff with ongoing professional learning in all aspects of literacy instruction. The school calendar includes protected time for teachers to collaboratively evaluate and analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice. Our current school calendar includes six planning days for teachers to plan lessons, create units, and analyze student data. During these collaborative sessions, teachers are able to study the CCGPS and reflect on professional practices and strategies in an effort to best meet the needs of students. As deemed necessary, the principal finds time for other collaborative planning opportunities by being flexible and creative with the master schedule. Unfortunately, creative scheduling and support staff can only provide minimal time for collaboration. Funding for extended professional learning time during the summer and throughout the year is needed by teachers, as well as by resource personnel, for studying the standards and planning quality learning experiences for student success. This will then allow for teachers’ daily planning time to be more focused on examining student work and reflecting on practice.

2. Teachers participate in professional learning in CCGPS.

Extended professional learning opportunities will allow teachers to better understand the CCGPS and receive training based on the needs revealed by student data, surveys, interest inventories, peer observations, and post conference conversations. The administrative team makes recommendations to the district for professional learning for the upcoming school year. The administrative team can also recommend individual or group related professional development. PES has a need for more PL specifically related to disciplinary literacy and using technology for instructional delivery and student

learning tools.

3. Teachers participate in ongoing professional learning on the use of the core program.

“Substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning.” This statement from the “Why” document is also a belief of the administration and staff of PES. Both are actively participating in collaborative groups as the CCGPS are being implemented and in viewing state-sponsored webinars. This will continue through the implementation phase and during grade level meetings and planning sessions.

4. Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.

Teachers’ instruction is monitored at PES constantly throughout the year with walkthroughs from the principal, assistant principal, instructional lead teacher, leadership team members, and peer teachers. Tools used include a standards-based checklist, technology checklist, Learning Focused checklist, and peer observation checklists in addition to the teacher evaluation observations completed by the administration. The Georgia Literacy Observation Checklist will also be implemented.

5. An instructional coach provides site-based support for administrators, faculty, and staff where possible.

As stated in the “Why” document, “the primary role of a literacy coach is to provide continuous, embedded professional learning by implementing school based opportunities.” The instructional lead teacher and other master teachers will serve as instructional coaches to provide site-based support for all staff members and to new teachers as they are hired. These individuals will attend face-to-face workshops relating to the school’s prioritized list of SMART goals for literacy and re-deliver the information to appropriate individuals and/or groups. The instructional lead teachers throughout the district are also supporting teachers through the creation of county-wide benchmark assessments.

6. Intervention providers receive program –specific training before the beginning of the year to prepare teachers and staff for implementation.

Intervention providers will have opportunities for receiving program-specific training before the beginning of the year, as well as opportunities for on-going learning. Better understanding of the CCGPS by administrators, faculty, and staff will provide enriched teaching in all aspects of literacy instruction including disciplinary literacy in the content areas. PES teachers need more professional learning on the intervention programs required by the SRCL guidelines and requested in this plan, i.e., DIBELS Next, IPI, universal screener and progress monitoring tools, writing strategies and

technology, etc.

- 7. Administrators, faculty, and staff have received training in administering, analyzing, and interpreting results of assessments in terms of literacy.**

PES has been utilizing “Assessment FOR Learning” strategies and practices for several years. All administrators and faculty have received direct training in this area. Because of the success of this initiative, PES will continue to use this ideology of assessment practices and will provide in-house training as new teachers are hired.

- 8. Some or all of the following personnel participate in all professional learning opportunities:**

PES utilizes all staff members in providing extended learning opportunities for students. All faculty members are required to attend school-based professional learning activities. This includes pre-service teachers working within the school. Although professional learning opportunities are typically offered to certified personnel, PES recognizes that our para-professionals would benefit as well from the same learning experiences. The re-delivery model would be a more economical method of training these personnel as well.

Pierce County Schools – Patterson Elementary – Needs Assessment

Needs Assessment, Concerns, and Root Cause Analysis

Process and description

PES identifies specific areas of need through an extensive annual needs assessment which provides direction for implementation of our school improvement plan. This comprehensive needs assessment includes data analysis, NSDC Standards Assessment Inventory, and collaborative meetings focusing on improvement. This needs assessment at the school level includes planning meetings with the administrative team, school leadership team and faculty, and stakeholders (PTO, Parent Involvement Committee, School Council).

Analyzing data helps determine what is working and what needs to be improved in instruction. Surveys provide input from the community, parents, students, paraprofessionals, and teachers. The administration, BST, grade-level teams, vertical content teams, and school council then meet collaboratively and use the data as the basis for improvement discussions.

Concerns/root causes/disaggregated data

Underlying problems addressed were lack of funding, lack of current literacy resources, and lack of modern technology to promote active engagement of students. The largest employer in Pierce County is the school system. This is reflected in the low socio-economic standing of 60.2% of our student population. These students' families do not have access to appropriate literacy resources and technology at home.

Due, in part, to the economy of our community, the referendum to extend our SPLOST tax was defeated in the recent election, causing concern among educators about future improvements to, and essential needs of, our literacy program at PES.

Currently, through Title I, PTO, and fundraiser monies, only one-half of our classrooms are furnished with interactive white boards, only one-fourth of our desktop computers can support current needed software for RTI interventions, and six notebook/tablets are available for teacher use in creating 21st century technology activities for students.

School fundraisers are held regularly to meet the shortfalls that affect all students at PES. However, monies from these fundraising events are spent on essential, basic needs.

Pierce County Schools – Patterson Elementary – Needs Assessment

In order for Patterson Elementary School to remain an excelling school, funding deficits must be addressed. Teachers at PES continuously and unselfishly spend personal money to ensure that literacy instruction does not wane, causing at-risk students to become failing students.

The following tables indicate areas of instruction at each grade level to be addressed in determining student needs (concerns highlighted):

CRCT Analysis (in %)

	2009		2010		2011		2012	
1st Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	6	94	3	97	No CRCT		5	95
Vocabulary	10	90	10	90			Local Assessment	
Comprehension	14	86	17	83				
Caucasians	6	94	3	97				
African-Americans	TF	TF						
Hispanics	TF	TF						
SPED	TF	TF						
Female			3	97				
Male			3	97				
English/Language Arts	10	90	8	92				5
Sentence Construction	18	82	23	77				
Grammar/Phonics	16	84	16	84				
Research	14	86	22	78				
Caucasians	9	91	8	92				
African-Americans	TF	TF						
Hispanics	TF	TF						
SPED	TF	TF						
Female			6	94				
Male			11	89				

Pierce County Schools – Patterson Elementary – Needs Assessment

	2009		2010		2011		2012				
2nd Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.			
Reading	1	99	6	94	No CRCT		4	96			
Vocabulary	15	85	9	91			Local Assessment				
Comprehension	11	89	12	88							
Caucasians	1	99	5	95							
African-Americans	TF	TF									
Hispanics	TF	TF									
SPED	8	92									
Female			6	94							
Male			5	95							
English/Language Arts											
Arts	11	89	6	94						6	94
Sentence Construction	24	76	12	88							
Grammar/Phonics	18	82	16	84							
Research	18	82	13	87							
Caucasians	11	89	5	95							
African-Americans											
Hispanics											
SPED	46	54									
Female			6	94							
Male			5	95							

Pierce County Schools – Patterson Elementary – Needs Assessment

	2009		2010		2011		2012	
3rd Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	5	95	1	99	3	97	2	98
Reading Skills & Vocabulary Acquisition	17	83	11	89	7	93	12	88
Reading for Information	21	79	34	66	23	77	16	84
Literary Comprehension	21	79	18	82	16	84	16	84
Caucasians	1	99	0	100	4	96	2	43
African-Americans	43	57	12	88	0	100	0	100
Hispanics	25	75	0	100	0	100	0	100
SPED	14	86	9	91	0	100	0	100
Female			0	100	0	100	0	100
Male			2	98	6	94	3	97

	2009		2010		2011		2012	
4th Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	5	95	7	Met/Ex.	9	91	2	98
Reading Skills & Vocabulary Acquisition	14	86	25	93	16	84	11	89
Reading for Information	19	81	19	75	20	80	11	89
Literary Comprehension	24	76	20	81	19	81	22	78
Caucasians	2	98	4	96	7	93	2	98
African-Americans	14	86	14	86	40	60	0	100
Hispanics							0	100
SPED	18	82			33	67	20	80
Female			2	98	3	97		
Male			11	89	15	85		

Pierce County Schools – Patterson Elementary – Needs Assessment

	2009		2010		2011		2012	
5th Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	3	97	5	95	4	96	3	97
Reading Skills & Vocabulary Acquisition	19	81	32	68	14	86	11	89
Reading for Information	22	78	22	78	26	74	11	89
Literary Comprehension	30	70	32	68	25	75	22	78
Caucasians	2	98	3	97	3	97		
African-Americans	17	83	28	72	0	100	25	75
Hispanics	0	100	0	100	25	100	0	100
SPED	33	67	17	83	13	87	0	100
Female			2	98	3	97		
Male			8	92	5	95		

Pierce County Schools – Patterson Elementary – Needs Assessment

Technology Inventory -- Student Use

Student Population		479	
Total Classrooms		25	
Regular Education Classrooms		24	
Special Education Classrooms		1	
Modern Computers	Regular Classrooms	Desktops	0
		Laptops/Notebooks	0
	SPED Classrooms	Desktops	1
		Laptops/Notebooks	1
	All School Stationary Labs	Desktops	43
		Laptops/Notebooks	0
	Media Center	Desktops	0
		Laptops/Notebooks	1
	Thin/Virtual PC	Host PC	25
		Clients Served by Host PC	49
Total (excluding Servers)		121	
Students per Modern Instructional Computers (excluding servers)		4	
Peripheral Equipment	Data/Video Projectors	24	
	Digital Cameras	7	
	Digital Video Cameras	4	
	Document Cameras	21	
	e-Reader	0	
	Interactive Slate	12	
	Interactive White Board	11	
	Student Response System	1	
	iPad	6	
Wireless Access Points	Percentage of Instructional Areas with Wireless	100%	
	Number Wireless Labs	0	

Areas of Concern

The areas of concern for PES were identified through the above-mentioned needs assessment process and data.

Concern #1: Availability of Rigorous Texts

Although the percentage of students who “Did Not Meet” is decreasing, the major area of concern is comprehension. When analyzing data and parent surveys, teacher discussion centered around the fact that students are limited in the use of new technology for accessing text and print material with the challenge of rigorous Lexiles and more structural text required with CCGPS.

Pierce County Schools – Patterson Elementary – Needs Assessment

The purchase of more rigorous printed texts and classroom tablets/ notebooks addresses the belief statement of the Georgia Literacy Task Force that “all teachers, (etc.) must be component advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.”

Concern #2: Implementation of a Consistent Formal Writing Program

Teachers at PES need professional learning in a formal writing program delivered by expert consultants. The Georgia Department of Education’s Literacy Plan calls for “best practices in instruction” as well as “intentional strategies for maintaining engagement.” The writing program and professional learning need to address these concerns. (Refer to page 6 in Literacy Plan.)

Concern #3: Implementation of CCGPS

PES teachers are currently participating in state webinars on the CCGPS. Continuity of instruction, as outlined in The “What” document, is dependent upon a working knowledge of the language and rigor of CCGPS. Teachers must be trained in all types of literacy as it is infused into all content areas daily. Planning time to “unpack” these standards and to develop high quality units is needed to meet with cross-disciplinary and vertical planning teams. Specific, measureable student achievement goals must be aligned with grade-level expectations and shared by all teachers in all subjects. Accountability through assessments of varying formats needs to be intentionally planned prior to instruction. Therefore, as specified in The “What” and “Why” documents, faculty and staff must participate in “targeted, sustained professional learning on literacy strategies within the content area.”

Concern #4: Implementation of a Strategic Problem-Solving Process for RTI

PES currently uses GRASP and AIMSWeb universal screening tools. However, we are in need of an efficient, multi-level systematic process to help struggling learners succeed academically and to meet the academic needs of all students. In order to respond and intervene effectively, teachers need information and appropriate intervention tools. PES will implement a program that will accurately pinpoint each student’s reading abilities in all five critical reading areas, screen an entire class in minimal time, produce results and reports immediately, and place students automatically on individual learning paths. This tool should also monitor each student’s progress, providing continuous assessments enabling teachers to quickly determine whether

Pierce County Schools – Patterson Elementary – Needs Assessment

students are responding to interventions. In short, PES desires a tool that is the ideal complement to the RTI process.

Concern#5: Availability of Modern Technology to Enhance Instruction

In order to address the preceding concerns, PES is in need of additional modern technology to enhance instruction (See Technology Inventory Table).

Analysis of Identification of Student and Teacher Data

The process of analyzing and identifying student/teacher data at Patterson Elementary School aligns closely with the five recommendations of Hamilton, et al, to maximize the use of data to improve teaching and learning (The “Why”):

- 1) Data is “part of an ongoing cycle of instructional improvement” as all faculty, staff, and students use assessment information to drive instruction at PES.
- 2) Students are expected to “examine their own work and set learning goals.”
- 3) The administration and leadership team have “established a clear vision for school-wide data use.”
- 4) The administration creates a school calendar that includes time for analysis of data and support that “fosters a data-driven culture” throughout the building and community.
- 5) District expectations are set to “develop and maintain” an infrastructure for data storage and dissemination.

a. Data Table of Assessments (see Assessment/Analysis Plan pages 1 -2).

Once data is collected, teachers analyze results by classroom/grade level. Areas of strength/weakness are then discussed. Evidence-based instructional strategies, materials, and needs for remediation/enrichment are identified. Data and plans are shared with the school’s stakeholders identifying trends across subjects, grade levels, and preceding years. Professional learning is provided when it is evident the delivery of an instructional strategy is the “weakness”.

Pierce County Schools – Patterson Elementary – Analysis/Identification of Data

b. & c. Student Achievement Needs

The following tables disaggregate CRCT Data in subgroups. Yellow highlighted areas indicate weaknesses; green indicate strengths.

Longitudinal CRCT Analysis (percentage)

3rd Grade	2009		2010		2011		2012	
	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	5	95	1	99	3	97	2	98
Reading Skills & Vocabulary Acquisition	17	83	11	89	7	93	12	88
Reading for Information	21	79	34	66	23	77	16	84
Literary Comprehension	21	79	18	82	16	84	16	84
Caucasians	1	99	0	100	4	96	5	95
African-Americans		57		88		100	0	100
Hispanics		75		100		100	0	100
SPED		86		91	0	100	0	100
Female			0	100	0	100	0	100
Male			2	98	6	94	3	97

4 th Grade	2009		2010		2011		2012	
	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	5	95	7	Met/Ex.	9	91	2	98
Reading Skills & Vocabulary Acquisition	14	86	25	93	16	84	11	89
Reading for Information	19	81	19	75	20	80	11	89
Literary Comprehension	24	76	20	81	19	81	22	78
Caucasians	2	98	4	96	7	93	6	94
African-Americans		86		86		60	0	100
Hispanics		75		60		100	0	100
SPED	29	71		71	33	67	20	80
Female			2	98	3	97	3	97
Male			11	89	15	85	11	89

Pierce County Schools – Patterson Elementary – Analysis/Identification of Data

	2009		2010		2011		2012	
5 th Grade	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Reading	3	97	5	95	4	96	3	97
Reading Skills & Vocabulary Acquisition	19	81	32	68	14	86	11	89
Reading for Information	22	78	22	78	26	74	11	89
Literary Comprehension	30	70	32	68	25	75	22	78
Caucasians	2	98	3	97	3	97	7	93
African-Americans		83		72		100	25	75
Hispanics		100		100		75	0	100
SPED		67		83		87	0	100
Female			2	98	3	97	7	93
Male			8	92	5	95	10	90

In Grades 3 and 5, scores from the Georgia Writing Assessment are scrutinized for areas of strength/weakness.

Grade 3 Writing Assessment

	2011	2012
Does not meet	38%	13%
Meets	60%	80%
Exceeds	1%	7%

Grade 5 Writing Assessment

Domain	All Students Score		Persuasive		Informational		Narrative	
	2011	2012	2011	2012	2011	2012	2011	2012
Ideas	2.6	3.1	2.9	2.9	2.4	3.1	2.6	3.3
Organization	2.7	3.1	2.9	3.0	2.5	3.0	2.6	3.3
Style	2.8	3.1	3.0	2.9	2.7	3.0	2.8	3.3
Conventions	2.7	2.8	3.0	2.7	2.5	2.8	2.6	2.9

Pierce County Schools – Patterson Elementary – Analysis/Identification of Data

A universal screener is administered to all students three times yearly determining levels of intervention at all tiers. Results are used to place students in appropriate ELT groups.

Sample GRASP Analysis Report

	Description	Students	Percent
	Well Below Average	(names listed here)	
	Below Average		
	Average		
	Above Average		
	Well Above Average		

Benchmark assessments are administered three times yearly to determine strengths/weaknesses of CCGPS instruction. Collaboratively, assessments are scored/ analyzed by teachers and administrators to make instructional adjustments.

Unit tests are scored/analyzed to provide direction for Extended Learning Time (ELT) and remediation of students.

Sample Unit Analysis – 3rd Grade Reading Remediation Plan

Homeroom Class:
Standard(s) at Risk:
Informational Standards:
3RI1—Ask/answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for answers.
Strategies for Improvement:
• Reteach/remediate standard
• Small group instruction/guided reading (spiral review)
• Use homework to target standards
• Morning tutorials—target standards, fluency
• Computer program—*Ticket to Read*
• Use *Study Island* for Review of CCGPS standards
Students Scoring below 70:

Pierce County Schools – Patterson Elementary – Analysis/Identification of Data

Once results from CRCT, benchmark assessments, and unit tests have been received, teachers and administrators immediately disaggregate data, looking for patterns and identifying strengths/weaknesses pertaining to the school, grade level, and student.

d. Teacher Data

PES has 41 teachers who are “highly qualified” by Georgia State guidelines. Additional teacher data is included below:

Teacher Data Chart

≤ 5 years to retirement*	11
Doctorate Degrees	2
Specialist Degrees	7
Masters Degrees	18

e. Teacher Retention Data

Patterson Elementary School has a very low turnover rate. The teacher retention rate was 100% for 2011-2012 and 2010-2011.

f. Develops goals and objectives based on formative and summative assessments.

The faculty set SMART goals for the upcoming school year to focus on areas of need based on CRCT results. All teachers participate in the Data Analysis Module from GLISI to set SMART goals and teacher/student/classroom goals for the upcoming year.

After the 2011-2012 school year cumulative data analysis meeting, PES created the following SMART goals in Reading for 2012-2013:

SMART Goal 1:

The percentage of 4th grade SPED students who meet/exceed on the CRCT Reading (comprehension) will increase from 78% to 81% in 2012-13.

SMART Goal 2:

The percentage of EIP students who meet/exceed on the CRCT Reading (reading) will increase from 70 to 73% in 2012-13.

PES presently has no consistent diagnostic literacy assessment in place for teachers/staff to utilize. Evidence-based tools will be researched and implemented, with extensive professional learning, as part of the SRCL Grant. Teachers utilize Lexia Testing, STAR Reading Tests, GRASP and AIMSweb testing (universal screeners), and informal reading inventories to assist in determining students' areas of weakness and to progress monitor students' at-risk literacy skills.

g. Additional prescribed data.

(Refer to part a. in this section.)

h. Teacher Professional Learning Communities

PES is comprised of professional learning communities. Teachers are given opportunities to plan regularly, examine student work collaboratively, analyze student data, and build common units/assessments. A professional learning survey indicated that most employees at PES have not had opportunities to participate in off-campus professional learning due to funding. When asked what professional learning would help improve literacy among students, training in writing instruction, disciplinary literacy instruction, and creative use of technology were identified. Some teachers have been trained in an evidence-based writing program that has been successful at PES. This program has been shared through collaborative planning with all classroom teachers, but they have requested more intensive training, including writing across the curriculum, disciplinary literacy instruction, and creative use of technology to promote learner engagement. With the possibility of a county policy, "Bring Your Own Device," allowing students to bring personal devices for use at school, our teachers are in need of professional learning with multiple forms of devices such as e-Readers, tablets, LCD projection systems, etc.

**Pierce County Schools – Patterson Elementary
Project Plan, Procedures, Goals, Objectives and Support**

Goals to Be Funded by Striving Reader Grant

PES plans to use the monies from the Striving Reader Comprehensive Literacy Grant to supplement the literacy program already in place at our school. The goals and objectives for the project that will allow us to increase literacy at PES are listed below.

Goal #1: To provide students access to literacy instruction with rigorous, grade appropriate texts through a variety of media including 21st Century technology.

This goal supports “Best Practices in Instruction” and “Intentional Strategies for Maintaining Engagement” as outlined in the Georgia Literacy Plan. Evaluation of this goal will include student achievement gains in Lexile and CRCT scores at the end of the academic year, administrative classroom observations and lesson plan review, media center circulation reports, and professional learning pre/post evaluation forms.

Objectives	Practices in Place	Needs	Person(s) Responsible	Funding Source(s)
Provide PL on Reading Strategies	ILT provided training	PL to all teachers in fluency, comprehension, and vocabulary instruction	ILT Principal	General Fund
Provide additional texts aligned to CCGPS/ DOE units	Title I funding	Purchase texts recommended by CCGPS	ILT	SRCL Title I
Provide e-books for media center correlated to CCGPS	Media purchases when funds available	Purchase e-books to enhance media center inventory	Media Specialist (MS), Classroom teachers	SRCL
Provide 21 st Century interactive technology for literacy instruction	Overhead projectors, Elmos, Ladybugs	Purchase Flex Video Cameras /tripods for student use in project-based learning and for teacher-peer use to improve instruction	Curriculum Director (CD), Principal, Tech Specialist (TS)	SRCL
		Purchase computer-assisted instruction		
Provide PL on using interactive “tablets”	Overhead projectors, Elmos, Ladybugs	Purchase “tablets” PL on student/teacher use of “tablets” for instruction	Service provider, TS, CD, Principal	SRCL
Provide more technology for teachers/students during literacy instruction and assessment	No classroom response system available	Purchase 3 classroom response systems	CD, Principal, TS	SRCL
Provide PL on use of classroom response system	None	Provide PL on use of classroom response system	Service provider, TS, Principal	SRCL

**Pierce County Schools – Patterson Elementary
Project Plan, Procedures, Goals, Objectives and Support**

Goal #2: To improve students’ writing achievement by implementing a consistent, formal writing program in grades K-5.

This goal will help with “Ongoing Formative and Summative Assessments”, Best Practices in Instruction”, and “Intentional Strategies for Maintaining Engagement” as outlined in the Georgia Literacy Plan. Evaluation of this goal will be through the writing achievement on the Georgia 3rd and 5th Grade Writing Assessments, writing samples included in teacher evaluation notebooks, and administrative observations of classrooms and lesson plans.

Objectives	Practices in Place	Needs	Person(s) Responsible	Funding Source(s)
Provide PL on writing program for K-5 teachers, including disciplinary literacy components	None	Purchase computer-based writing program	Writing consultant; CD; Principal	SRCL
	PL with writing consultant (6 staff members)	Provide writing training to all K-5 teachers		

Goal #3: To implement the Common Core Georgia Performance Standards.

Goal #3 will address the “Standards for Literacy” and “Best Practices in Instruction” as outlined in the Georgia Literacy Plan. This goal is a continuation of our training on CCGPS currently in place in our school. Unit planning rubrics presently in place at the district level will be the method of evaluation for this goal as well as student achievement on unit tests, benchmarks, and CRCT. Details in table on page 3.

**Pierce County Schools – Patterson Elementary
Project Plan, Procedures, Goals, Objectives and Support**

Objectives	Practices in Place	Needs	Person(s) Responsible	Funding Source
Provide PL in implementation of new CCGPS	In-house PL (limited)	Provide summer PL stipends for teachers to build CCGPS Units	CD, Principal, ILT	Striving Readers Comprehensive Literacy Grant
		Provide substitutes for PL days throughout school year		
		Provide stipends for extended day planning		
Provide PL for disciplinary literacy	Webinars Current research on ideas and strategies	Send ELA teachers to Reading/Literacy Conference	Conference Presenters	
		Redeliver PL in literacy to all staff	Conference attendees	
		Send teachers to GAETC Conference in Atlanta	Conference Presenters	
		Redeliver PL from GAETC Conference to all staff	Principal, ILT, ELA/Reading teachers	
		Send 2 teachers to Social Studies Conference in Athens	Conference Presenters	
		Redeliver PL from SS conference to staff	Attendees	
		Send 2 teachers to mathematics conference	Conference Presenters	
		Redeliver PL from mathematics conference to staff	Attendees	
		Send 2 teachers to science conference	Conference Presenters	
Redeliver PL from science conference to staff	Attendees			
Provide CCGPS Resource Books for student use	Title I Funding	Purchase CCGPS Resource Books	CD, Principal, ILT	
Provide multiple web-based instructional programs to support literacy development throughout CCGPS	Study Island (Title I Funds)	Research and purchase web-based instructional programs to support literacy development	MS, Literacy Task Force, Leadership Team, Staff	
Provide training and collaboration with other teachers outside the district in CCGPS	PL and collaboration opportunities with area RESA	Provide PL and collaboration opportunities for all teachers	RESA, CD, Principal, ILT	
Provide consumable resources and supplies	General Fundraisers	Purchase consumable technology resources and supplies—paper, toner, notebooks, etc.	Principal	

**Pierce County Schools – Patterson Elementary
Project Plan, Procedures, Goals, Objectives and Support**

Goal #4: To implement a strategic problem-solving process for RTI.

Goal #4 clearly aligns with the other goals as well as the “Four-tiered Instructional Model” defined in the Georgia Literacy Plan. Evaluation of this goal will be based on the RTI Process checklist, RTI coordinator monitoring, and student growth reports already in use in our RTI process.

Objectives	Practices in Place	Needs	Person(s) Responsible	Funding Source(s)
Implement a program to assess all students’ literacy skills and diagnose areas of need	GRASP Universal Screener	Purchase Dibels Next	CD, Principal Technology Director, MS	SRCL
		Provide PL with Dibels Next	Service Provider	Service Provider
Implement a literacy intervention program to provide consistency to the RTI process for grades K-5	Small group instruction In-house software programs available	Research/purchase a computerized intervention program to be utilized as universal screener, to identify at-risk students, to provide interventions, and to progress monitor	CD, Principal, ILT, TS, MS, Literacy Task Force, Leadership Team	SRCL
Provide PL on intervention software	N/A	Provide PL for intervention program	Service Provider	Service Provider

**Pierce County Schools – Patterson Elementary
Project Plan, Procedures, Goals, Objectives and Support**

Goal #5: To enhance instruction and student engagement through the use of additional modern technology.

Goal #5 will complement the other four goals of the project and meets the Georgia literacy requirement of supporting “Best Practices in Instruction” and “Intentional Strategies for Maintaining Engagement”. Evaluation will be based on student achievement scores.

Objectives	Practices in Place	Needs	Person(s) Responsible	Funding Source
Provide students with interactive technology that supports literacy instruction and promotes engagement	Overhead projectors, Elmos, and Ladybugs	Purchase interactive boards for 6 classrooms, 2 SPED classrooms, and 1 RTI room	CD, Principal, TS	SRCL
	Interactive boards	Purchase interactive slates	CD, Principal, TS	
		Purchase tablet wireless printer for each hall (3)	CD, Principal, TS	
Provide PL on use of interactive board equipment	N/A	Provide on-going (3 years) PL to all teachers and staff on the use of interactive boards	CD, Principal	
Provide interactive technology in all classrooms to prepare students for using 21 st Century technology tools	Overhead projectors, Elmos, and Ladybugs Interactive boards	Purchase “tablets”	CD, Principal, TS	
Provide PL for new technology purchases	N/A	Provide PL for effective use of technology as teaching tool	Service Provider	

Tiered Instruction

PES has a computer lab in the media center as well as an RTI computer lab. The media lab is used for all students in Tier I to receive differentiated instruction throughout the day in math and/or literacy at least twice a week for 45-50 minutes during a PE/Music/Lab rotation (See sample schedules, pages 5-11 and Block 5, pages 40-48 in Literacy Plan). The RTI lab is used for students in Tiers 2, 3 and 4 for additional learning opportunities. Intervention specialists are available in the lab daily from 12:30-2:30 to provide individual tutoring, small group interventions, and progress monitoring checks.

Pierce County Schools – Patterson Elementary – Assessment/Data Analysis Plan

Assessment/Data Analysis Plan

Patterson Elementary assesses student performance through a variety of measures. The school, in accordance with state and district requirements, administers both norm-referenced tests and criterion-referenced tests to students in various grades. Additionally, teachers also use formative and summative assessments to measure students' academic performance. Benchmark assessments, checklists, rubrics, authentic assessments, project based assessments, observations, student response-writing, ticket-out-the-door, and student work samples are also used to monitor and assess student progress.

The Formal Assessments and Data Analysis Plan for Patterson Elementary School includes four major components: 1) universal screening and progress monitoring, 2) unit assessments, 3) benchmark assessments, and 4) state assessments.

This use of multiple data sources is consistent with the SRCL assessment plan in that it is “a deliberate and comprehensive plan for assessment” (The “Why”). The PES Assessment and Data Analysis Plan includes “on-going, frequent, and multiple measures that (are) used as diagnostic and monitoring tools to plan for instruction” (The “Why”).

Pierce County Schools – Patterson Elementary – Assessment/Data Analysis Plan

a. PES Current Assessment Protocol

Assessment	Purpose	Skills	When Administered	Frequency
GRASP(K-5) AIMSweb (SPED)	Universal Screener	Basic Reading Skills	Fall, Winter, Spring	3x per year
GRASP	Progress Monitoring for RTI Tiers 2 & 3	Reading Fluency & Comprehension Early Reading Skills	Bi-weekly/Weekly Monitoring as needed	Bi-weekly for Tier 2 Weekly for Tier 3
AIMSweb (SPED)	Progress Monitoring for RTI Tier 4	Reading Fluency & Comprehension Early Reading skills	Bi-weekly/Weekly Monitoring as needed	Weekly for Tier 4
Georgia CRCT	Assess CCGPS objectives that were mastered or not mastered	Content CCGPS	Spring of Each Year	1x per year
3 rd & 5 th grade Georgia Writing Test	Assess writing skills	Writing Skills	Winter	1x per year
Pre-Post Test	Use to determine students' prior knowledge and make instructional decisions	Content CCGPS	Fall Spring	2x per year
CCGPS Unit Assessment	Assess Unit Content Mastery	Content specific skills aligned with standards	End of Unit Study	1 per Unit
Benchmark Assessment	Assess progress with Content CCGPS Objectives	Content Skills	Fall, Winter, Spring	3x per year
GKIDS	Assess progress on CCGPS at K level	CCGPS content	Fall, Winter, Spring	3x per year
Pierce County Kindergarten Readiness Test	Assess readiness of student upon entering Kindergarten	Readiness Literacy Skills	Spring, Summer	Once

Pierce County Schools – Patterson Elementary – Assessment/Data Analysis Plan

b. Comparison of Current Assessment Protocol with SRCL assessment plan

The SRCL assessment plan will be easily implemented at PES. As shown on the table above, PES already has state, district and local assessments. The only new assessments that would be required for PES to add to follow SRCL protocol is DIBELS Next and the computer-based instruction program.

c. How the new assessment will be implemented into the current assessment schedule.

DIBELS Next will be incorporated into the process for screening, progress monitoring, and obtaining outcome-based results. The computer-based program will monitor growth of Lexile reading levels for individual students. Professional Learning for all staff on the use of DIBELS Next and a computer-based intervention program will be necessary.

d. Current Assessments that might be discontinued as a result of SRCL

GRASP and AIMSWeb assessments might be discontinued as a result of the SRCL implementation. Teachers will be able to use DIBELS Next and the computer-based intervention program for screening, progress monitoring, and obtaining outcome-based results. The data obtained will be a better indicator of growth as compared to GRASP or AIMSWEB assessments.

e. Professional Learning Needs

Teachers will need adequate professional learning and support to implement DIBELS Next and the computer-based intervention program. They will need to be trained on all aspects of both assessment tools. In addition, faculty will need more training on Lexile measures and text selection that meet state guidelines for rigor of CCGPS.

f. How data is presented to parents

Parents are notified of all assessment results. Unit Assessments and Benchmark Assessment results are sent home to parents upon completion, in addition to discussing results in parent-teacher-student conferences.

Patterson Elementary presents CRCT test data information to all stakeholders on the school's website, on data charts posted in the school, and at our annual Instructional Fair held at the

Pierce County Schools – Patterson Elementary – Assessment/Data Analysis Plan

beginning of each school year and through Pierce County School District's Annual Report Card as well as local newspapers. Also, letters are sent home with individual student's test scores explaining the results and providing suggestions for parents to use in working with the child at home.

g. How data will be used to develop instructional strategies

PES defines SMART (Specific, Measurable, Attainable, Relevant, Time-oriented) goals each August based on outcome assessments. Grade levels analyze data and complete the Fishbone Root Cause Analysis to determine strengths and needs. Individual teacher goals are written and included as part of his/her evaluation process for that year. The entire faculty then shares the root cause information looking for common threads throughout the curriculum. Based on the school needs, SMART goals are established and agreed upon for the year to address these weaknesses in curriculum, instruction, assessments etc.

Teachers use current assessment data to identify and provide materials and resources needed for mastery of literacy standards. These assessments and interventions are hindered due to decreasing staff and a diminishing budget for additional resources. PES will research and select a technology-based tool, if possible, that will isolate the component skills needed for mastery of literacy standards.

h. Who will perform the assessments

School faculty will administer the assessments taken by students each year. PES has a testing coordinator who monitors the assessments according to state guidelines. DIBELS Next and the computer-based program will be the new assessments given to implement SRCL. The faculty will follow protocols established and required by the programs if the school is awarded the grant.

Pierce County Schools – Patterson Elementary – Resources, Strategies and Materials

Resources, Strategies and Materials including Technology to Support the Literacy Plan

PES is guided by our mission and vision statements:

Mission Statement:

Patterson Elementary builds a foundation that promotes excellence.

Vision Statement:

Patterson Elementary students shall become critical thinkers who excel globally.

In order for PES to be effective in achieving these goals, technology to support literacy is vital. PES is located in a low-income rural area, where many homes do not have adequate technology. Therefore, it must be made available at school. Training for staff is imperative.

a. Resources Needed to Implement Literacy Plan

Resources	How Resources Support Literacy	Funding Alignment
Professional Learning	Professional Learning “enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement.” (The “Why”) Providing all content teachers with quality professional learning opportunities in literacy instruction and the use of modern technology will directly affect student performance/achievement.	SRCL Grant, Title I, QBE, Fundraisers
Texts Aligned to CCGPS Units	Aligned texts will complement units of study in all content areas and improve disciplinary literacy.	QBE, Title I, Media Funds, SRCL
e-Books and e-Readers	New technology will provide students access to rigorous, grade appropriate texts and promote student engagement in literacy skills by integrating interactive learning experiences and encouraging reading.	QBE Media Funds, SRCL, Fundraisers
Flex Video Cameras/Tripods, Tablets, Interactive Boards, Student Response Systems	Students live in a technology and media-driven environment. “To be effective in the 21 st century, citizens and workers must exhibit a	QBE Media Funds, SRCL, Fundraisers

Pierce County Schools – Patterson Elementary – Resources, Strategies and Materials

	wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy.” (The “Why”)	
Print and Non-print Resources	Resources are needed across the curriculum to supplement the CCGPS.	QBE, SRCL, School Budget
Wireless Connectivity	Wireless connectivity will allow students to access computer resources in all areas throughout the school. Incorporating mobile classroom tablets underscores the need for fast, secure, reliable, and easy to manage wireless internet access.	E-Rate, SPLOST, SRCL
Interactive Slates	Slates will provide mobility for teachers to direct instruction from anywhere in the classroom and provide student interaction within lessons.	Title I, QBE (technology), SRCL, PTO Fundraiser
Web-based Instructional Programs	These programs will provide access to information for literacy instruction in all content areas.	SRCL, Title I, Fundraisers
Consumable Resources and Supplies	Paper, toner, notebooks, etc., will allow students to demonstrate understanding of literacy components.	SRCL, School Budget, PTO, QBE (supply)
RTI Strategic Problem-solving Program	Program will provide a research-based tool for screening, diagnosing, and intervening in literacy development of all students.	SRCL, Title I

b. Activities to Support Literacy Intervention Programs

The faculty of PES recognizes the need for all teachers and all classrooms to implement activities that support literacy. As the CCGPS have been “unpacked”, it has become evident that additional materials and technology are needed to support a total school literacy project. Presently, PES is utilizing the following resources/activities to provide a quality literacy program:

Pierce County Schools – Patterson Elementary – Resources, Strategies and Materials

- Writing in all classes at least one day per week
- Reading across the curriculum
- Vocabulary instruction in all content areas
- Technology enhanced lessons
- Small group instruction
- Morning tutorials
- Extended Learning Time
- Volunteer mentor program for at-risk students
- Inclusion/resource models for SPED and ESOL

c. Shared Resources

PES has two computer labs that are shared by all teachers/students throughout the building. Creative scheduling allows PES teachers to maximize the limited resources available to them. Shared resources include:

- Computer labs
- Copy machines
- Prosper Assessment software
- SPED teacher shared with another school in district

d. Library Resources

The media center at PES houses over 9,000 fiction, nonfiction, and reference books. Students check out books on an as need basis with their teacher's permission. Teachers have resources available for their use, such as books on tape, educational videos, and professional learning books. We utilize 23 computers in a lab setting with an additional two computers used for media circulation. Students and teachers have access to a reading area set up for silent reading or storytelling.

e. Activities to Support Classroom Practices

PES provides the following classroom practices to provide support for students in developing and/or improving literacy skills:

- Small group instruction
- Literacy centers
- Direct phonics instruction in K-2

Pierce County Schools – Patterson Elementary – Resources, Strategies and Materials

- Shared reading
- Writing in all content areas
- Reading across the curriculum
- Differentiated instruction
- Literacy instruction – including vocabulary, fluency, comprehension, and writing
- Progress monitoring
- Formative and summative assessments
- Benchmark testing
- Analysis of data
- Professional Learning provided by RESA
- Afterschool drama program

f. Additional Strategies to Support Student Success

PES has implemented Learning Focused Schools strategies for ten years as a way to develop a common language around best practices in instruction. In addition, the following strategies have been used successfully:

- Accelerated Reader
- Data-driven instruction
- Standards based classroom strategies and assessments
- Differentiated instruction
- Computer based instructional strategies
- Technology usage – 4 computers per classroom

g. Current Classroom Resources

- Textbooks for social studies and science classrooms
- Interactive boards and projectors in 3rd -5th grade math classrooms
- Four computers in all K-5 classrooms
- Teacher computer workstation in all classrooms
- Teacher laptop in all classrooms
- Tablet in one classroom

Pierce County Schools – Patterson Elementary – Resources, Strategies and Materials

h. Alignment Plan for SRCL and all other Funding

The SRCL Grant funding will be used in conjunction with existing QBE, Title I, school budget, and school/PTO fundraising monies to fully implement the project plan. Pierce County Schools leverage all available funds for instructional purposes; however, budget restraints have limited the acquisition of needed resources. Professional Learning monies have not been available to adequately provide teachers with training to effectively implement programs and technology currently in place. Grant money will be used to provide the necessary Professional Learning and additional resources, programs, and technology to all teachers and students.

i. Demonstration of how technology purchases support RTI, student engagement, instructional practices, writing, etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology based literacy intervention program/process would meet the individual needs of students and provide effective, efficient, and immediate differentiated instruction. In such a fast-paced society, the demand for immediate, specific feedback is crucial.

Students become more engaged when instructional technology is utilized in classrooms. Most learners are owners of at least one device and are savvy to its uses. Providing opportunities to utilize those tools, and introducing them to other possibilities, will engage students in ways traditional methods have not done so.

High stakes testing will soon be administered through computers. Students and teachers must have the knowledge and resources to be adequately prepared for these tests.

Through the use of a computerized-intervention program, all stakeholders would benefit. Students will be placed in tier-leveled instructional lessons, receiving remediation/enrichment on specific skills. This lab will be coordinated by an RTI intervention specialist who will provide interventions, administer and monitor probes, and collect and post data. The implementation of this process would ensure that all students will be provided with a systematic, pervasive intervention according to their needs.

Technology is an essential tool in enhancing the learning experience. Effective use must support four key components of learning – active engagement; group participation; frequent interaction and feedback; and connection to real-world experiences. Students' motivation to learn is increased when using technology. PES recognizes the importance of incorporating technology with instruction and understands the need to move in this direction in order to keep up with current educational trends. Using technology will help students acquire the skills needed in our technological world.

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

Professional Learning Strategies Identified

Professional Learning Process

Professional Learning is valued by all staff as a vital part of the success of our school. Teachers are constantly seeking new and effective ways to present instruction, engage students, and maximize the instructional time. The following is a table outlining the process of identifying professional learning needs and their effectiveness.

Patterson Elementary School Professional Learning Process

	Description	Person(s) Responsible
Step 1	Assess needs: <ul style="list-style-type: none"> • Planning Meetings <ul style="list-style-type: none"> • Administrative Team • Better Seeking Team (BST) – leadership team • Stakeholder meetings (PTO, School Council, Parent Involvement Committee) • Student Surveys (Title I) • Parent Surveys (Title I – Occupational, Home Language, Parent Connection Survey) • Teacher Surveys (SAI, Technology, Title I, Migrant) 	<ul style="list-style-type: none"> • Principal, Assistant Principal, ILT, All Staff Staff • ILT, AP • ILT, Counselor • ILT, AP
Step 2	Determine areas of concern: <ul style="list-style-type: none"> • Planning Meetings <ul style="list-style-type: none"> • Administrative Team • Better Seeking Team (BST) – leadership team • Faculty 	<ul style="list-style-type: none"> • All Staff • Principal • Principal • ILT
Step 3	Set Goals: <ul style="list-style-type: none"> • Based on areas of concern, SMART goals are set 	<ul style="list-style-type: none"> • All Staff
Step 4	Prioritize Goals	<ul style="list-style-type: none"> • All Staff
Step 5	Identify professional learning need(s) to address SMART goals.	<ul style="list-style-type: none"> • All Staff
Step 6	Secure professional learning	<ul style="list-style-type: none"> • Principal, ILT, Curriculum Director
Step 7	Complete Professional Learning Pre-Evaluation Form (ILT collects forms)	<ul style="list-style-type: none"> • Administration and Teachers
Step 8	Participate in Professional Learning Activity	<ul style="list-style-type: none"> • Administration and Teachers
Step 9	Implement Professional Learning in classroom Complete Professional Learning Implementation Report	<ul style="list-style-type: none"> • Teachers

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

Step 10	Complete Implementation Observations	<ul style="list-style-type: none"> • Administration
Step 11	Complete Professional Learning Post-Evaluation Form	<ul style="list-style-type: none"> • Administration and Teachers
Step 12	Share effectiveness of Professional Learning in Reaching SMART Goal(s) during Staff Meeting	<ul style="list-style-type: none"> • Administration and Teachers
Step 13	Continue implementation of professional learning if deemed successful, OR Return to Step 4 if unsuccessful	<ul style="list-style-type: none"> • Teachers
Step 14	Teacher(s) named “coach/mentor” of specific professional learning activity. Redeliver to new teachers or teachers in other schools within the district.	<ul style="list-style-type: none"> • Teacher(s) • Administration

a. The tables below list the focus group work and weekly professional learning opportunities for PES from the past year.

Focus Group Work Opportunities 2011-2012

- | |
|--|
| <ol style="list-style-type: none"> 1. Personality Traits 2. Stock market Game Advisor Training 3. Writing Conference 4. CPI Training at Blackshear Elementary 5. Webb Leveling at RESA 6. ELL Training at RESA 7. Paraprofessional Training at RESA 8. RTI Math Webinar with Paul Riccomini 9. CCGPS Fall Webinars – ELA/Math 10. CCGPS Winter Webinars – ELA/Math 11. CCGPS Spring Webinars – ELA/Math |
|--|

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

Monday Afternoons/Weekly Meetings (Topics)

1. Co- Teaching Module Training
2. Vertical Planning – K-5 Content Teachers
3. ELT Planning
4. “Soup” Book Study
5. Carpool.com training
6. Lexile Training
7. Ipad Training
8. Eboard Training
9. Webb Leveling Training @ Resa
10. CCGPS Webinars
11. CCGPS Unit Planning at BOE
12. 9 Weeks Planning
13. Curriculum Chatter (Grade Level Planning)
14. Homeless Training with Social Worker
15. CCGPS Planning
16. Rocket Math
17. School Improvement Plan Meetings
18. Code of Ethics
19. Narrative Writing Strategies – Writing to Command
20. Standards-Based Grading Training
21. Student Engagement
22. RTI training
23. ELT training with RESA
24. Braidy Doll Reading Strategies
25. Epinephrine-pen Training with school nurse
26. LDS training
27. Health Nutrition with school nurse

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

- b. The percent of staff attending professional learning is included in the following chart.
- c. **Prioritized On-going Professional Learning Needs 2012-2013**

<u>Proposed Course/Activity</u>	<u>Audience to Attend</u>	<u>Percent to Attend</u>	<u>In System</u>	<u>Out of System</u>
Professional Learning Opportunities				
CCGPS Planning Days (6)	All Teachers	100%	X	
Writing Staff Development	All Teachers	100%	X	
Differentiation	All Teachers	100%	X	
BST Monthly Meetings	BST Members	43%	X	
Vertical Planning/Rotating Grade Levels	Teachers	100%	X	
RTI	Teachers/ Admin/ ILT, Counselor, Intervention Specialists	100%	X	
Special Education Teaching Strategies	SPED Teacher General Ed. Teacher	7%	X	
Behavioral Management for EBD Students	Teachers	100%		X
Bullying	Teachers	100%		X
GRASP	Teachers, Admin., ILT, Counselor	100%	X	
Conference Requests				
Technology Conference	Media, Teachers,	10%		X
Writing to Command – Part 2	5 th Grade Writing Teacher, ILT	7%		X
Physical Education/Share the Wealth	PE Teachers	7%		X
Georgia Association of Counseling	Guidance Counselor	3%		X
ESOL	ESOL Teacher	3%		X
Comprehensive Child	Counselor	3%		X

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

d.e.f.g. Programmatic Professional Learning Needs and Process for Determination of Effectiveness Tied to Goals

The programmatic professional learning needs identified in the needs assessment at PES are listed and detailed in the following table. The evaluation for PL is also included in this table.

The PL and evaluation tools are related to the goals in the literacy plan.

<u>Goal</u>	<u>Objectives</u>	<u>Activities/Dates</u>	<u>Person(s) Responsible</u>	<u>Evaluation</u>
Goal 1	Provide PL on Reading Strategies	Fluency, Comprehension, and Vocabulary Instruction Strategies August 2013 – March 2014	ILT Principal (P)	Achievement gains in Lexile scores, CRCT
	Provide PL on using interactive “tablets”	Use of “tablets” for Literacy Instruction August 2013	Service provider; Teacher Specialist(TS); Curriculum Director (CD); P	
	Provide PL on use of classroom response system	Using Classroom Response Systems for Assessment September 2013	Service provider; TS; P	
Goal 2	Provide PL on writing program for K-5 teachers, including disciplinary literacy components	Writing Across the Curriculum August 2013	Writing consultant (WC); CD; P	Achievement scores on 3 rd and 5 th Georgia Writing Assessment
	Provide PL on computer-based writing program	Writing Across the Curriculum September 2013	WC; CD; P	Achievement scores on 3 rd and 5 th Georgia Writing Assessment
Goal 3	Provide PL in implementation of new CCGPS	CCGPS Unit Planning Days Summer 2013/2014	CD; P; ILT	Unit Rubrics, Administrative Observations/Evaluations, Unit Tests, Benchmarks, CRCT

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

Goal 3	Provide PL in implementation of new CCGPS	Extended Day CCGPS Unit Planning Fall/Spring 2013/2014	CD; P; ILT	Unit Rubrics, Administrative Observations/Evaluations, Unit Tests, Benchmarks, CRCT
		6 CCGPS Unit Planning Days (sub pay) Fall/Spring 2013 – 2014	CD; P; ILT	
	Provide PL for disciplinary literacy	Mathematics Conference— Rock Eagle October 2013	10 Staff Members; Conference Presenters	
		Redeliver Mathematics Conference PL to all staff November 2013	Conference attendees	
		Science Conference November 2013	7 Staff Members; Conference Presenters	
		Redeliver Science Conference PL to all staff December 2013	Conference attendees	
		Social Studies Conference— Athens November 2014	2 Staff Members; Conference Presenters	
		Redeliver Social Studies Conference PL to all staff December 2014	Conference attendees	
		GAETC Conference— Atlanta November 2014	6 Staff Members; Conference Presenters	

Pierce County Schools – Patterson Elementary - Professional Learning Strategies

Goal 3	Provide PL for disciplinary literacy	Redeliver GAETC Conference PL to all staff January 2015	Conference Attendees	Unit Rubrics, Administrative Observations/Evaluations, Unit Tests, Benchmarks, CRCT
		Reading/Literacy Conference January 2015	ELA/Reading Teachers; Conference Presenters	
		Redeliver Reading/Literacy Conference PL to all staff February 2015	Conference Attendees	
Goal 4	Provide PL on intervention software	Intervention Software Training August 2013	Service Provider	RTI Process Checklist; Administrative Observations; RTI Coordinator Monitoring; Student Growth Reports
		DIBELS Next Training Summer 2013	Service Provider	
	Provide PL on Reading Intervention for Sight word building	Reading Intervention approach to repetitive sight word building September 2013	Service Provider	Achievement gain in Sight Word Recognition/Reading Fluency
Goal 5	Provide PL on use of interactive board equipment	Using Interactive Boards for Instruction August 2013	CD; P; Service Providers	Administrative Observations; Student Achievement – Unit Tests, Benchmarks, CRCT
	Provide PL for new technology purchases	Using Technology to Enhance Instruction and Promote Engagement Fall/Spring 2013-2014 Fall/Spring 2014-2015	Service Providers	

Pierce County Schools – Patterson Elementary – Sustainability Plan

Sustainability Plan

a. Extending Assessment Protocol

Patterson Elementary School is a data-driven learning community. Our literacy plan includes a “deliberate and comprehensive plan for assessment” that “promotes the use of ongoing, frequent, and multiple measures” to plan instruction. (“The Why”) PES will continue to use the assessment protocols stated in the PES Assessment/Data Analysis Plan (pages 2-5). Minor changes/adjustments may be required to extend protocols beyond the grant period, necessitating minimal (Title I or QBE) or no additional funding. The Universal Screening Protocol (pages 2-3) of the PES Assessment/Data Analysis Plan will be amended to identify the RTI screener and DIBELS Next in the “task” list.

b. Developing Community Partnerships

Funding for yearly cost commitments of the literacy plan will be addressed through various approaches. Community partnerships with area businesses will be developed to replace tablets, printed texts, and/or cameras and other budgeted items. PES will extend its community partnership base through the creation of “Program/Material Request Proposals” to local businesses. Fundraising efforts will be increased by employing an event-style fundraising team.

Pierce County is a member of RESA. Expenses are shared for expert, high quality professional learning based on needs and resources of each participating system.

c. Sustainability

The Professional Learning Protocol (pages 6-7 of Professional Learning Strategies) will be revised to include an additional step, allowing teachers to be named “coach/mentor” of specific professional learning activities and to redeliver professional learning to new teachers or teachers in other schools within the district.

PES has a system in place of providing job-embedded professional learning opportunities. Professional development on programs purchased through the grant will be sustained through system professional development funds. Pierce County records all professional learning and professional learning units (PLUs) earned by each staff member, providing a clear picture of training received. The system professional learning funds can be used to maintain PL needs.

Pierce County Schools – Patterson Elementary – Sustainability Plan

d. New Teacher Professional Learning

Again, the Professional Learning Protocol (pages 6-7 of the Professional Learning Strategies) will be revised to include an additional step, allowing teachers to be named “coach/mentor” of specific professional learning activities and to redeliver professional learning to new teachers or teachers in other schools within the district.

e. Print Materials

Print material replacement funding will be available as necessary from QBE, Title I, and Fundraising monies at PES.

f. Extending professional learning

Minor changes/adjustments may be required to extend the protocols beyond the grant period, necessitating minimal (Title I or QBE) or no additional funding. (Refer to part c. in this section.)

g. Technology

Equipment and software purchased through the grant will be maintained by the school’s Technology Specialist. Pierce County employs this Technology Specialist in addition to a full time Technology Director. Replacement equipment will be purchased through E-SPLOST funds that are available for technology and through “Program and Materials Request Proposals” as mentioned above.

h. Expanding Lessons Learned to Other Schools

County-wide meetings are scheduled at various intervals throughout the school year for each grade level to meet/discuss issues related to curriculum, assessment, and CCGPS unit progress. District meetings are also held with the county leadership team and principals to discuss concerns of curriculum, assessment, and CCGPS units. Commonalities and differences are identified, and appropriate professional learning opportunities are explored and implemented as necessary. At PES, the teacher workday on Mondays is extended so they can meet from 2:30 – 4:00 to share professional learning lessons with other teachers. These meetings will continue after the funding of the grant ends, and staff development monies will be used to provide the needed training to fully implement and continue the literacy plan.

Pierce County Schools – Patterson Elementary – Budget Summary

Budget Summary

The resources listed in the budget table to follow are directly related to Patterson Elementary School's needs assessment. Patterson Elementary School is requesting

- \$198,450 to expand literacy instruction with rigorous, grade appropriate texts through a variety of media including 21st Century technology (**Goal #1**);
- \$15,775 to implement a consistent, formal writing program for grades K-5 (**Goal #2**);
- \$106,117 to continue to implement the CCGPS (**Goal #3**);
- \$16,120 to implement a strategic problem-solving process for RTI (**Goal #4**); and
- \$35,020 to enhance instruction and student engagement through the use of additional modern technology (**Goal #5**).

The total grant application is for \$314,432.

Budget Summary

Related Goal(s)	Resources	Estimated Cost Per Unit	Total Estimated Cost
1	Printed Texts	5 year X \$2,000 X 6 grade levels	\$60,000
1	Afterschool Literacy Tutoring Stipends	24 days X \$40/day X 10 teachers X 5 years	\$48,000
1	Summer School Literacy Tutoring Stipends	16 days X \$75/day X 5 teachers X 5 years	\$30,000
1	PCI Intervention Reading Program	Kit I and II	\$3,400
1,5	e-Books	5 year X \$2,000	\$10,000
1,5	Flex Video Camera/Tripod	6 X \$175	\$1,050
1,5	Tablets	60 X \$500	\$30,000
1,5	Professional Learning -- Tablets	2 Days X \$2,900	\$5,800
1,5	Classroom Response System	6 X \$1,700	\$10,200
2	Professional Learning – Writing	1 X \$5,275	\$5,275
2	Computer-based Writing Program for Grades 4-5	175 students X \$12/10 months X 5 years	\$10,500
3	Summer Stipends for CCGPS Unit Planning	5days X \$150/day X 25 teachers	\$18,750
3	Extended Day Stipends for CCGPS Unit Planning	2days/month X 9 months X \$25/hour X 2 hours/day X 25 teachers	\$22,500
3	Substitute Pay for CCGPS Unit Planning	6 Days X 28 Teachers X \$78	\$13,104

Pierce County Schools – Patterson Elementary – Budget Summary

3	Reading/Literacy Conference	10 X \$350	\$3,500
3	GAETC Conference	8 X \$700	\$5,600
3	Social Studies Conference	3 X \$653	\$1,957
3	Math Conference	10 X \$520	\$5,200
3	Science Conference	7 X \$758	\$5,306
1,3	CCGPS Resource Books	\$3,200	\$3,200
1,3	Web-based Instructional Programs	\$12,000	\$12,000
1,3	Consumable Technology Resources and Supplies	5 Years X \$3,000	\$15,000
1,4	Dibels Next	18 kits X \$90	\$1,620
1,4	Computerized Intervention Program	\$10,000	\$10,000
1,4	Professional Learning – Computerized Intervention Program	3 Years X \$1,500	\$4,500
1,5	Interactive Boards	8 X \$2,350	\$12,400
1,5	Interactive Slates	28 X \$300	\$8,400
1,5	Wireless Printer for Tablets	3 X \$150	\$450
1,5	Professional Learning – Interactive Board Equipment	3 Years X \$2,295	\$6,885
1,5	Professional Learning – New Technology	3 Years X \$2,295	\$6,885
	TOTAL		\$371,482