School Profile

Created Tuesday, October 21, 2014
Updated Tuesday, November 04, 2014

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School Information

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

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

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

School contact information

(the persons with rights to work on the application)

Name:	Cathleen Young
Position:	Academic Coach
Phone:	770-483-8713
Email:	cyoung@rockdale.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k-5

Number of Teachers in School

75

FTE Enrollment

631

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

     iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III.   **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

_Richard Autry, Superintendent_____
Typed Name of Fiscal Agency Head and Position Title

____11/07/2014_____
Date

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

___Kim Vier, Principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

____11-7-14_____
Date

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

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

__N/A_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Richard Autry

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

Address: 954 North Main Street

City: Conyers   Zip: 30012

Telephone: (770) 860-4211   Fax: (770) 860-4266

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

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

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

10/29/2014
Date (required)

Brief History of the System

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

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

System Demographics

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

Current Priorities and Strategic Planning

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

1. Create a rigorous system of teaching and learning that empowers students to define and achieve their educational success.
2. Create safe and supportive learning environments that inspire and activate the love of learning.
3. Create a culture that nurtures individual uniqueness and embraces the diversity of our school community.
4. Provide optimum resources to support a world-class educational system.

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

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

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

Current Management Structure

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

Past Instructional Initiatives

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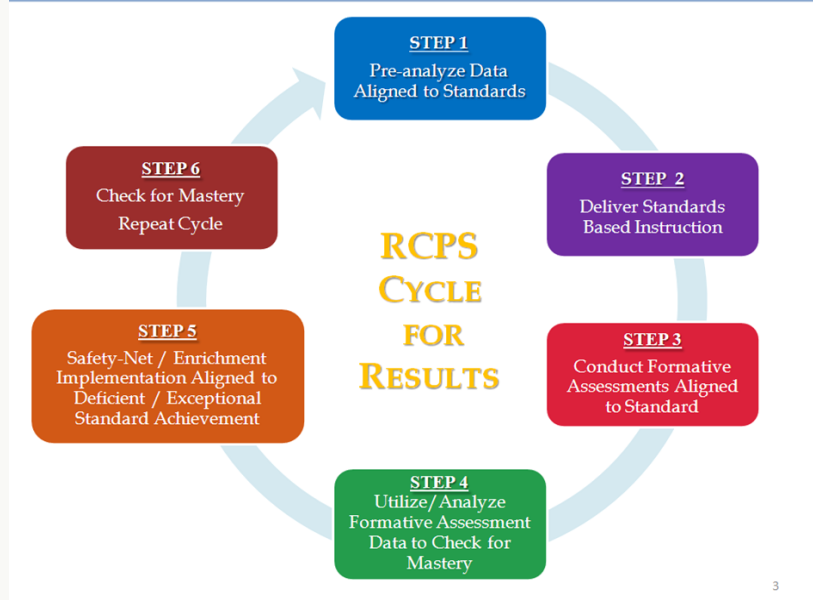
RCPS has developed a framework for K-12 specialty and Choice options. For the first time ever, RCPS implemented four new Choice options for the 2013-14 school year. Thus far, three elementary, two middle schools, and two high schools offer Choice specialty programs, with plans to roll out additional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

Literacy Curriculum

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

Literacy Assessments used District Wide

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

Need for a Striving Reader Project

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

RCPS Striving Readers is highly responsive to a rapidly changing high-need student population and increasing call for attention to personalized learning, with an overall goal of having a significant impact on improving student outcomes. The *RCPS Striving Reader* program will incorporate a customizable learning path that puts the needs of students first, honors each student as an individual learner, and recognizes that each student has a unique learning style, interests, aspirations, and challenges to learning. It is a deliberate framework that blends professional development, comprehensive literacy assessments, a multi-layered RTI process, and cross-curricular literacy programming for students in seven Rockdale schools and infused into early learning programs.

District Management Plan and Key Personnel

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

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

The RCPS Striving Readers Program Manager will be responsible for managing the grant operations, implementing related activities, coordinating relevant meetings, preparing and/or disseminating information and surveys to schools and administrators as an evaluation tool to determine project success and needs for improvement, collaborating with district and school level administration in all program implementation(s), collaborating with partners on relevant activities, establishing a plan to ensure sustainability of grant initiatives, establishing goals and objectives of the grant that are aligned with the philosophy within the RCPS strategic plan, overseeing funding for the grant, and collecting and analyzing data to ensure and evaluate the quality of the implementation of the service learning program. RCPS will post the job description for the Project Manager no later than 2 weeks after the start of grant period.

At the building level, each school principal will be responsible for overseeing the grant at his/her school. The Program Manager and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the *RCPS Striving Readers* Program Manager. Our established procedures for internal control for federal programs will be followed. All school coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Team. *Striving Reader* goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

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

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

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

Pine Street Elementary School Narrative

Opening in 1957 and nestled in the historic Conyers area, Pine Street Elementary School has been a place of learning for many children and adults in our community. PSE serves approximately 630 students in Pre-K through 5th grades. Of these students, 54% are Black or African American, 26% are Hispanic, and 16% are White.   Over the past three years, PSE, a school-wide Title I school, has seen steady growth in student enrollment and in the number of students qualifying for free and reduced meals. At the end of the 2012-2013 school year, our free and reduced rate was 90% compared to 83% in May 2011.

In addition to the diversity in student backgrounds, there is variance in student academic service needs. Eight percent of our student population is served in a special education program. We have two self-contained special education classrooms serving Moderately-Intellectually Disabled students. Additionally, we serve students in the special education resource classroom or offer support through the co-teaching, collaborative or supportive instruction models. Sixteen percent of our students are served in the ESOL program either following the push-in, pull-out or immersion model. Also, 3.7% of students are identified as gifted. Third through fifth grade students are served at the off-site gifted center one day a week, but all first through fifth grade students are served additionally in collaborative or cluster models within their classrooms.

Unique features of our school are the rich history and connection to the community and the welcoming and friendly culture. Another unique aspect of our school is that six of our staff members are former PSE students. Most of our campus is unseen by the road, but it is comprised of one main building with a separate hallway of classrooms, two modular classroom units, a detached gymnasium, an outdoor classroom, a media center, one technology lab, and an elementary science lab. All of our classrooms are equipped with Twenty-First Century technology.

Our staff is dedicated to the education of our students. Within our staff, 67% are White, 29% are Black or African American, 3% are Hispanic, and 1% is Asian. PSE staff members are 94% female with four male staff members in teacher or paraprofessional roles. Fifty-three percent of our certified staff has more than ten years of educational experience.

PSE is located in the city of Conyers where there are historical homes in the Olde Town area as well as many rental townhomes and apartment complexes. In addition, there are starter homes as well as newly established neighborhoods. According to the 2010 United States Census Bureau, the median household income for the city of Conyers families was $37,805. Around 78 percent of individuals had an educational attainment of high school graduate or higher. The individual poverty rate for this area is 20.3%. The presence of rental property has created a transient rate for our student population. However, in 2012,

there was a decrease in this rate. In 2011, Pine Street's transient rate was 49% with 2012 being 29%.

PSE faculty and school council are actively researching possible future directions for our school by investigating a variety of specialty school directions. One area of specialty that is gaining traction at our school is the concept of an Elementary College and Career Academy. The concept behind this popular high school model is to provide our elementary students with exposure to a variety of careers in the sixteen career clusters and highlight colleges within Georgia.

Our school's challenges are attaining our goals for high student academic achievement, equipping our staff and school for the diverse academic, social, and developmental needs of our students, and maximizing an aging facility.

Beliefs:

- A safe, caring environment is essential to effective teaching, learning an achievement.
- The support of family, educators and community fosters success.
- Diversity strengthens our learning environment.
- High expectations for all enhance success.
- Every person has the opportunity to learn and the potential to succeed.
- Students come first in educational decisions.
- Every person deserves a voice and is worthy of respect

Objectives:

- All students will identify and achieve personal learning goals.
- 100% of students will master grade level standards.
- All students will meet and exceed required local state and national assessments.
- 100% of students will take ownership of their choices ensuring a safe and productive learning environment.

Strategic Plan

Within our strategic plan, our first strategy is to ensure proper placement and quick acclimation into the school environment in order for new students to feel comfortable, safe, welcome, and successful. Our second strategy is to develop strategies that will ensure effective communication encompassing all staff, parents, and community. Thirdly, we will continuously foster a culture in which individuals are respectful and take responsibility for their own actions to ensure a safe and productive learning environment. Currently, our last

strategy is to provide effective bilingual communication between home and school to ensure understanding and success for EL students and their families.

Notable Achievements and Areas of Improvement

We were honored to be designated a 2011 Georgia School of Excellence in the Greatest Gains category. Earlier in the 2012-2013 school year, Pine Street was also named a Georgia Reward School, honoring Title I schools for high progress. Previously, our school was designated as a Title I Distinguished School, making Adequate Yearly Progress from 2004 to 2011. With the changes from AYP to CCRPI, Pine Street scored an 88.1 in 2012.

Reviewing summative CRCT data from the last four years, achievement and growth are noted in several areas as well as areas for growth.

Year	Reading	English Language Arts	Math
2013	91% Meeting & Exceeding	88% Meeting & Exceeding	87% Meeting & Exceeding
2012	90% Meeting & Exceeding	93% Meeting & Exceeding	86% Meeting & Exceeding
2011	94% Meeting & Exceeding	94% Meeting & Exceeding	88% Meeting & Exceeding
2010	92% Meeting & Exceeding	90% Meeting & Exceeding	84% Meeting & Exceeding

Areas of focus for improvement over the last three years have centered on academic achievement in literacy, math, and science. Moving forward, one of our goals will be to increase student achievement in core academics, specifically in light of the Common Core Curriculum. We will also continue to cultivate young writers through the enhancement of our writing instructional program starting at kindergarten through the lower grades and culminating in outstanding achievements on the fifth grade writing assessment.

Description of Need for the Striving Reader Comprehensive Literacy Grant

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

Name	Position
Kim Vier	Principal

Teresa Tidwell	Assistant Principal
Katrina Wilson	Counselor
Cathleen Young	Instructional Coach
Lisa	Media Specialist
Melanie Dowie	Digital Learning Specialist
Cynthia Clark	Kindergarten Department Chair
Nan Reilly	1st Grade Department Chair
Angela Wilkinson	2nd Grade Department Chair
Lisa Gregor	3rd Grade Department Chair
Mandi Flakes	4th Grade Department Chair
Donna WIlson	5th Grade Department Chair
Tricia Rollins	ESOL Department Chair
Lisa Robinson	Special Education Chair
Yukiko Buck	EIP Department Chair

III. Needs Assessment

A. Needs Assessment Description

The Georgia Literacy Needs Assessment Survey for SRCL Cohort 4 was administered to certified staff. Results were compiled and analyzed. In September 2014, the Pine Street Literacy Leadership Team was formed in response to the need for enhanced literacy instruction. The Literacy Leadership Team reviewed student data to determine areas of concern. The needs assessment showed that 70% of the staff believed that they did not have enough resources that are aligned to CCGPS. Of those staff members, 58% percent felt that phonics materials was an area in which there was a lack of materials/program. Teachers (58%) also felt that they lacked training and materials for properly differentiating instruction. Finally 88% of the staff felt that students come to them from the previous grade level with less than 60% of the foundational skills from the prior grade level.

B. Assessment Used
   a. The Georgia Literacy Needs Assessment Survey (30 questions related to the Building Blocks of Literacy Instruction)
   b. Benchmark Data and Local Assessment Data for Schools
   c. The School Improvement Survey provided and based on School Keys
   d. Strategic School Improvement Plan

C. Root Cause/Underlying Causes

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

   a. Building Block 1: Leadership
      i. Literacy team does not include representatives from all stakeholder groups.
      ii. Literacy instruction is not optimized in all content areas.

   Root Causes: Our Literacy leadership team was recently formed, and there was not time to decide how to engage the community. Professional learning has been delivered on incorporating literacy across content areas; however, teachers do not have enough expertise or planning time for this implementation to be consistent.

   b. Building Block 2: Continuity of Instruction
      i. Core literacy instruction is not consistent, explicit, or systematic across grade levels.
      ii. Teachers do not provide literacy instruction across curriculum.
      iii. There is not a collaboration with out of school agencies to support literacy

   Root Causes: Teachers do not have the necessary expertise or materials to incorporate literacy across the content areas consistently. In addition, community collaboration to support literacy instruction has not been a focus.

    c.   Building Block 3: Ongoing Formative and Summative Assessment
        i.   Inconsistent use of formative and summative data to drive instruction.

        Root Causes: Teachers do not have enough expertise regarding formative/summative assessments in order for this implementation to be consistent.

    d.   Building Block 4: Best Practices in Literacy Instruction
        i.   Inconsistent core literacy instruction
        ii.   There is a need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS.

        Root Causes: Teachers do not have sufficient expertise and resources for implementation to be consistent. Proliferation of literacy initiatives over the years has left pieces of various programs, which are now implemented without consistency, focus, or sustainability.

    e.   Building Block 5: System of Tiered Intervention (RTI) for ALL Students
        i.   Need for systematic response to intervention protocol, resources, implementation, and monitoring
        ii.   There is need for consistency and regular protocol for SST and RTI meetings to identify specific needs and targeted interventions for students in all tiers. There is also a need to understand when movement should occur among tiers.

        Root Causes: There is a lack of understanding among teachers and staff about intervention and movement process. Research-based materials frequently are not used with fidelity. There has been inadequate and inconsistent professional learning for interventionists and inconsistent implementation between grade level teachers.

    f.   Building Block 6: Professional Learning
        i.   Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals

        Root Causes: Due to budget cuts and reduced calendar days in recent years, there has not been enough literacy-specific professional learning for all team members.

D.   School Staff Involved in Needs Assessment

    The Needs Assessment included all certified and classified staff at Pine Street Elementary as well as parents and students.

E.   Disaggregated Data:
    Pine Street Elementary's overall CRCT scores in 2014 were strong, with over 96% of students meeting or exceeding standards for Reading; however, discrepancies exist between sub-groups. Pine Street's SWD, EL, and ED populations continue to underperform the school population as a whole.

    CRCT (Percent Meeting/Exceeding)

Subgroup	2012-2013	2013-2014
All	93%	96%
SWD	86%	88%
ED	97%	91%
Black	90%	97%
Hispanic	97%	91%
White	95%	100%
EL	97%	80%

F. Areas of Concern Related to Research-Based Practices
   a. Building Block 1: Need for Literacy Leadership Team at PSE

      Currently:
      - Hold informational meetings with parents to help them understand CCGPS (with translators)
      - Literacy team is in the process of forming and reaching out to members of the community.

      Moving Forward:

      - Include governmental, educational, civic, and business leaders, as well as parents on literacy team.
      - Identify key members of the community, government, civic, business leaders, and members of higher education, as well as parents to serve as members of a community advisory board.
      - Contact potential members and schedule quarterly meetings.
      - Include community members in the support of and or participation in a network of learning supports (tutoring, mentoring, after-school programs).

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

      Currently:
      - There is no core literacy program in place at Pine Street Elementary.
      - Lack of funding to adopt CCGPS aligned materials
      - Proliferation of literacy initiatives with little consistency, focus, and sustainability

      Moving Forward:

      - Choose and implement core literacy program for grades K-5 that provides continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (The What, p. 7)
      - Purchase CCGPS aligned materials.
      - Provide professional learning in literacy strategies and core literacy program

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

Currently:
- New teachers are not being prepared for all aspects of literacy Instruction (The What, p. 13)
- Teachers are not receiving on-going professional learning/development in all aspects of literacy instruction.

Moving Forward:

- Improved instruction through professional learning
- Professional learning on the following:
    - Understanding Lexile scores/ ELA CCGPS Text Complexity
    - Core literacy program
    - Interpreting and using assessment data
    - Differentiating instruction/ RTI related Interventions
    - Writing across the curriculum
    - DIBELS Next
    - Data Teams
    - Providing direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, vocabulary, fluency, and comprehension

Building Block 1. Engaged Leadership

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

Why is this important?
The administrators at Pine Street Elementary continue to demonstrate a commitment to literacy through their ongoing dedication to develop the staff through professional development and exposure to research-based instructional strategies. "Leadership is cited no less than 30 times as being a key piece in any aspect of literacy performance" (The Why, p.157). The administrators recognize the need for professional learning and encourage teachers to participate in learning opportunities when available. "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom" (The Why, p. 150). In order for a school to be effective in increasing student literacy, it is paramount that all administrators fully understand how to teach reading and writing (The Why, p. 155).

What? (In current practice)
☐ Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS (The What, p. 5)
☐ Study research-based guidelines, strategies and resources for literacy instruction set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan (The What, p. 5)
☐ Participate in professional learning in literacy leadership in order to support classroom instruction (The How, p. 20)
☐ Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices (The How, p. 20)
☐ Be strategic about assigning teachers non-academic duties (The How, p. 20)
☐ Provide quarterly ELA planning (The How, p. 20)
☐Continue to utilize an incentive based school-wide AR program.
☐Continue to screen all students quarterly in order to identify at-risk learners (The Why, p. 98)

How? (To Move Forward)
☐ Provide more frequent and comprehensive collaborative and professional learning sessions for all teachers including ESOL, EIP and Special Education teachers-- with SR funds supporting substitute pay, stipends, materials, and travel expenses for PL activities
☐ Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies (The How, p. 20)
☐ Develop a pipeline of leaders by identifying and training leaders for succession (The How, p. 20)
☐Further training on analysis of assessment data to improve instruction is needed.
☐ In order to improve instruction at Tier I, professional learning in regards to best practices in reading and writing instruction
☐ In order to provide appropriate reading interventions for Tier 2-4 students, professional development is needed regarding research-based literacy instruction and interventions

☐ Administrators and team leaders will be trained to use Georgia Literacy Instruction Observation Checklist to gauge teachers' delivery of literacy instruction (The How, p. 20)
☐ Professional learning is needed for teachers to use the Lexile Framework for reading in order to match readers with books, articles, and other leveled reading resources
☐ Provide incentives for teachers in all content areas to add endorsements (reading, gifted, ESOL) arrange for reading endorsement classes within district; if not possible, pay course fees for teachers (The How, p. 20)
☐ Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) (The How, p. 20)

B. Action: Organize a Literacy Leadership Team

Why is this important?
Our Literacy Plan includes an expansion of our school leadership team of teacher leaders and administrators into a fully operational Literacy Leadership Team. According to page 143 of The Why document, a strong effective Literacy Leadership Team is critical to the educational process: "A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network."

What? (In current practice)
☐The Pine Street Leadership Team consists of members from all instructional and support areas (Administration, grade level representatives, special education, media/library, instructional coach, Early Intervention Specialist, and all content areas).
The literacy/leadership team led by the administrator will continue to:
☐ Identify and prioritize a list of students to be targeted for intervention or support (The How, p. 21)
☐ Ensure that stakeholders understand literacy goals and their roles in meeting these goals (The How, p. 21)
☐ Ensure use of research-based practices aligned with CCGPS (The How, p. 21)
☐ Utilize technology to maintain communication among team members (The How, p. 21)
☐ Plan for ongoing data collection and analysis to inform program development and improvement (The How, p. 21)
☐ Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results (The How, p. 21)
☐ Share student achievement gains with parents (The How, p. 21)

How? (To Move Forward)
☐ Identify stakeholders and partners to be part of the literacy leadership team:
- Faculty
- Representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities)
- Community leaders
- Parents

(The How, p. 21)
☐Communicate literacy plan to school council and all parents (The How, p. 21). Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)
☐ Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved
☐Analyze the impact of student assessment, attendance, and discipline data on achievement (The How, p. 22; The Why, p. 96)
☐ Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results (The How, p. 21)
☐Identify and allocate additional funding sources to support literacy (The How, p. 21)
☐Incentivize strong leaders on faculty
☐Define priorities and allocate needed resources to sustain them over time (The How, p. 21)
☐ Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas (The How, p. 21)
☐ Create a shared literacy vision for the school and community aligned with the state literacy plan (The How, p. 21)
☐ Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g.,Literacy Instruction Checklist or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement (The How, p. 21)
☐ Determine what additional data is needed in order to make informed decisions about the path Forward (The How, p. 21)

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

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Why is this important?
The Why document page 58 states "the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction." This time requirement increases in the upper elementary grades – "literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework." PSE will continue to make effective use of scheduling and collaborative planning.

What? (In current practice)
☐ Provide a protected, dedicated 90-120-minute block allocated for literacy instruction. (The What, p. 5)
☐ Schedule time for collaborative planning teams within and across the curriculum. (The How, p. 23)
☐ Ensure that teams meet for collaborative planning and examining student data/work during scheduled times (The How, p. 22)
☐ Maximize use of scheduled times for collaborative meetings (The How, p. 22)
☐ Prepare agendas and action summaries for all meetings (The How, p. 23)
☐ Share professional learning at team and staff meetings (The How, p. 22)
☐ Maintain anecdotal notes and data portfolios to showcase student and content area successes (The How, p. 23)

How? (To Move Forward)
☐ Consider the utilization of the entire staff when developing a schedule for literacy instruction
☐ Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule (The How, p. 23)
☐ Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. (The How, p. 22)
☐ Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons. (The How, p. 23)
☐ Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time (The How, p. 23)
☐ Increase collaborative planning to adjust units (weekly/monthly) (The How, p. 22)
☐ Ensure that the majority of students with disabilities are served under a cooperative teaching model, as appropriate.
☐ Analyze formative assessment results (*STAR/AR*) (The How, p. 23)
☐ Continue to provide reading intervention (EIP) within the daily academic schedule (The How, p. 23)

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

Why is this important?
"The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy" (The Why, p. 27). For students be proficient communicators, it is essential that "content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas" (The Why, p. 26).

What? (In current practice)
☐ Utilize all staff to support literacy instruction. (The How, p. 25)
☐ Analyze multiple forms of student and school data, including but not limited to CRCT, quarterly benchmark results, quarterly literacy data (sight words, scored writing samples), etc. to develop a list of prioritized recommendations and goals for improvement. (The How, p. 24)
☐ Identify and prioritize a list of students to be targeted for intervention or support. Students are identified by various data points including CRCT and benchmark. (The How, p. 24)
☐ Provide parents and caregivers with links to websites that provide resources to strengthen literacy. (The How, p. 24)
☐ Establish a work group that focuses specifically on how learning supports are used including all major resources (e.g., school counselor, special education staff, English learners staff, classroom teachers, after-school program staff, non-certified staff) (The How, p. 24)

How? (To Move Forward)
☐ Evaluate school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices in all content areas of instruction. (The How, p. 24)
☐ Analyze multiple forms of teacher data to develop a list of prioritized recommendations and goals for improvement. (The How, p. 24)

☐Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge. (The How, p. 24)

☐Study current research on disciplinary literacy in the content areas.

☐Provide family-focused services and outreach that engage parents and family members in literacy programs and services. (The How, p. 24)

☐Include academic supports such as tutoring and extended learning opportunities such as summer programs and after-school programs to enhance literacy learning. (The How, p. 24)

☐ Provide English language services that extend beyond the classroom. (The How, p. 24)

E. Action: Optimize literacy instruction across all content areas

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Why is this important?
We recognize that explicit literacy instruction should be implemented across all content areas. "Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language" (The Why, 32). We also recognize that there is a strong correlation between proper time management and student achievement. "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time" (The Why, p. 58).

What? (In Current Practice)
☐ Formal and informal observations, lesson plans, and walk-throughs are used to monitor literacy instruction across the curriculum

☐ Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS

☐ Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS

☐ Require writing as an integral part of every class every day

How? (To Move Forward)
☐ Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction

☐Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (The How, p. 26)

☐ Study and analyze formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

☐Identify appropriate strategies to help ELs meet English language proficiency standards (The How, p. 26)

☐Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards (The How, p. 26)

☐ Require writing as an integral part of every class every day (The How, p. 26)

☐ Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (The How, p. 27)

☐ Provide teachers with resources to provide a variety and choice in reading materials and writing

topics (The How, p. 27)
☐ Ensure that teachers provide meaningful opportunities for students to write, speak, and listen (The How, p. 27)
☐ Ask teachers to identify exemplary samples of student work to model features of quality writing (The How, p. 26)

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.

Why is this important?
Community involvement is crucial in assisting schools with creating productive citizens. Members of the community assist teachers through mentoring, after school programs, and volunteer teacher assistants. "All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy" (The Why, p. 31).

What? (In Current Practice)
☐ Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy) instruction, promoting active engagement, and teaching key areas of literacy and writing instruction (The How, p. 28)
☐ Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (The How, p. 28)
☐ Contact potential members and schedule at least four meetings annually (The How, p. 28)
☐ Develop an agenda for each meeting to promote cooperation and communication among participants and the schools (The How, p. 28)
☐ Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming) (The How, p. 28)
☐ Our Partners in Education provide support for current initiatives.

How? (To Move Forward)
☐ Establish a mentoring system from within and outside of the school for every student who needs additional support (The How, p. 28)
☐ Enlist members of the various participating entities to provide leadership by:
- Serving as mentors
- Speaking to groups of students
- Publicizing efforts within the community
- Visiting classrooms to support teachers and students

☐ Investigate similar efforts in other communities (The How, p. 28)
☐ Evaluate the effectiveness of after-school tutoring programs and partner with community groups to accommodate more students (The How, p. 28)
☐ Pursue additional funding sources for specialized literacy staff and materials (The How, p. 28)
☐ Foster relationships among schools, postsecondary education institutions, the workforce, families,

and communities (The How, p. 28)

☐Identify and enlist members of the community, government, civic, and business leaders, as well as parents to serve as members of the Literacy Leadership Team (The How, p. 28)

Building Block 2: Continuity of Instruction

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

Why is this important?

The school will continue with the practice of common planning time and will "provide educators with the knowledge and skills to collaborate" (The Why, p. 143). In addition to planning, needs to drive decision making, and teachers and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The use of effective collaborative teams is a crucial part of ensuring a consistent literacy focus across the curriculum (The Why, 1.b).

What? (In Current Practice)

☐ Team planning occurs weekly, but time is limited to address literacy. The team also meets one additional day to discuss individual students' performance.

☐Observe model lessons, organize materials, and practice effective instructional strategies using videos when possible.

☐Plan and implement lessons that address the literacy needs of students (The How, p. 29)

How? (To Move Forward)

☐ Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work (The How, p. 29)

☐ Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction (The How, p. 29)

☐ Study formative student assessment results and use the results to continue to adjust instruction (The How, p. 29)

☐ Alter teams as necessary to ensure optimal effectiveness (The How, p. 29)

☐ Utilize online options to provide ongoing professional learning to new and continuing teachers

☐ Share professional learning online and at team and staff meetings

☐ Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions (The How, p. 29)

☐Utilize a consistent core reading program to maximize instructional consistency within/across grade levels.

☐ Ensure a consistent incorporation of this core reading program across grade levels, content areas, and resource personnel.

☐ Ensure that the media specialist becomes an integral part of collaborative planning teams/data team cycles.

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

Why is this important?
In order for teachers to effectively teach literacy in the content area, teachers need professional training. These training opportunities will provide teachers with the skills and strategies necessary for literacy rich content classrooms. Literacy demands in content areas are rigorous for all students. The CCGPS asks students to read and analyze a wide range of print and non-print materials (The Why, p. 49). Supporting teachers by providing targeted and explicit professional learning to teach reading and writing across content areas and grade levels is paramount to the success of rigorous literacy instruction.

What?(In Current Practice)
☐ Use research-based strategies and appropriate resources to support student learning of the CCGPS (The How, p.30)
☐ Teachers and staff have access to the instructional coach and to a library of professional learning resources.
☐ Teachers participate in collaborative planning which has designated components to analyze student data and student learning needs in order to design more effective instruction.
☐Identify the concepts and skills students needed to meet expectations in CCGPS (The How, p.30)

How? (To Move Forward)
☐Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan (The How, p.30)
☐ Study a variety of strategies for incorporating writing in all content area (The How, p.31)
☐ Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
☐ Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction (The How, p.31)
☐ Discuss ways to infuse literacy throughout the day including the use of technology (The How, p.31)
☐ Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
☐ Make writing a required part of every class every day, using technology when possible (The How, p.31)
☐Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.) (The How, p.31)
☐ Plan a literacy celebration for the entire school (The How, p.31)
☐Implement appropriate strategies to help ELs meet English language proficiency standards (The How, p.30)
☐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 (The How, p.30)

☐ Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction

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

Why is this important?
A comprehensive system of learning supports within the community complement literacy instruction within the school. A common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members in order to achieve Georgia's goal for all students to become self-sustaining, lifelong learners and contributors to their Communities (Georgia Pre K-12 Literacy Task Force, 2009).

What?(In Current Practice)
☐ We collaborate with our PTO, Partners in Education, for support for school initiatives and events
☐Using technology and translators, translate school documents into other languages to assist parents
☐ Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming) (The How, p. 32)
☐ Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance) (The How, p. 32)
☐Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities (The How, p. 33)

How? (To Move Forward)
☐Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face (The How, p. 33)
☐ Articulate what an integrated learning-supports infrastructure should look like at the community Level (The How, p. 33)
☐ Evaluate all available funding sources to determine what can be leveraged to support literacy Efforts (The How, p. 33)
☐ Ensure that all appropriate stakeholders participate in critical planning and decision-making Activities (The How, p. 33)
☐Include academic supports such as tutoring and extended learning opportunities such as summer programs and after-school classes to enhance literacy learning (The How, p. 32)
☐Establish book clubs for parents, staff and students. Provide books to encourage literacy at home, hold book discussions with students and parents, and allow clubs and book check outs to continue over the summer months
☐Develop a homework hotline staffed by volunteer teachers and community leaders (The How, p. 33)
☐Establish a mentoring system from within and outside the school for every student who needs additional support (The How, p. 33)

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

Why is this important?
Pine Street Elementary recognizes the need for both summative and formative assessments. These assessments are crucial in determining literacy needs of the student. Assessments need to be performed continuously throughout the year. The use of formative assessments, as The Why emphasizes, should be used to drive and affect instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (The Why, p. 98). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement" (The Why, 97).

What? (In Current Practice)
☐ Screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling (The What, p. 8)
☐ Utilize common mid-course assessments used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay) (The What, p. 8)
☐ A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed (The What, p. 8)
☐ Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording (The How, p.35)

How? (To Move Forward)
☐ Identify and purchase assessment and intervention materials aligned with students' needs (The How, p.35)
☐ Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms and provide feedback to students with opportunities to assess their own learning personnel will be trained in how to administer, implement, and analyze results of identified assessment and intervention materials (The How, p.35)
☐ Students revealing inadequate progress will receive immediate responsive intervention
☐ Adopt additional technology that will make the access of data more readily available, while also providing ease of interpretation and the prevention of multiple point data entries in a teacher friendly format
☐ Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) (The How, p. 34)
☐ Task the data team with developing procedures and expectations for staff to review and analyze assessment results (The How, p.35)
☐ Make a data collection plan for storing, analyzing, and disseminating assessment results (The How, p.35)

Professional learning will be provided for all staff regarding data conferencing, goal setting, and learning motivation to promote the concept of self-efficacy that creates "self -sustaining" learners (The Why, p. 94).

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

Why is this important?
Since learning is a continuum and never ending process, assessment should be as well. It is imperative that teachers inform students of their strengths and weakness. Formative assessments with teacher feedback provide practice for students. The feedback is the key component and must be done in a timely manner. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (The Why, 98).

What? (In Current Practice)
☐ Research an effective universal screening to measure literacy competencies for all students across the curriculum (The How, p.36)
☐ Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework (The How, p.36)
☐ The instructional levels of all students are screened and progress monitored with evidence-based tools
☐Provide timely, descriptive feedback to students with opportunities to assess their own learning (The How, p.36)
☐ Identify literacy skills needed to master CCGPS in each content area (The How, p.36)

How? (To Move Forward)
☐ Research and select effective universal screening to measure literacy competencies for all students across the curriculum (The How, p.36)
☐ Analyze student data in teacher teams to develop and adjust instructional plans (The How, p.36)
☐ Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (The How, p.36)
☐ Providing progress monitoring for students identified in screenings for several weeks to determine whether students are responding positively from regular classroom instruction and thus possibly falsely identified in the screening process (The Why, p.100)
☐Analyze student data in teacher data teams to develop and adjust instructional plan (The How, p.36)
☐Acknowledge staff's efforts to improve their use of assessment data to inform instruction (The How, p.36)
☐Make data-driven budget decisions aligned with literacy priority (The How, p.36)
☐Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording

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

Why is this important?
"Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements" (The Why, p. 102).

What? (In Current Practice)
☐ Select interventions that include diagnostic assessments and multiple- entry points to avoid a one size-fits-all approach (The How, p. 37)
☐Use results of the diagnostics for student placement within an intervention and to adjust instruction (The How, p. 37)

How? (To Move Forward)
☐ Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach (The How, p.37)
☐ Use technology to differentiate learning within content areas (The What, p.8; The How, p. 37)
☐ Recognize and celebrate individual student's incremental improvements toward reaching literacy goals (The How, p. 37)
☐ Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading) (The How, p. 37)
☐ Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (The How, p. 37)
☐ Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards (The How, p. 37)

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

Why is this important?
The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as a diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment (The Why, p. 5).

Assessment is important to ensure that content has been mastered. These assessments can be used as diagnostic and monitoring tools to guide interventions. The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (The Why, p. 96).

What? (In Current Practice)
☐ Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement (The How, p. 38)

☐ Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards (The How, p. 38)

☐Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place (The How, p. 38)

☐ Summative data is disaggregated to ensure the progress of subgroups (The What, p. 9)

How? (To Move Forward)

☐ Discuss assessment results with students to set individual goals (The How, p. 37)

☐ During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students (The How, p. 38)

☐ Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses (The How, p. 37)

☐ Share and analyze student work samples as a way to inform instruction during collaborative Planning (The How, p. 38)

☐ Plan lessons, re-teaching, and intervention activities that target areas of need (The How, p. 38)

☐ Analyze assessment data to identify teachers who need support (The How, p. 38)

☐ During grade level team meetings an examination of summative data drives discussions focusing on changes that can be made to improve instruction for all students (The How, p. 38)

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

Why is this important?

Pine Street Elementary is evolving and making strides to become a data-driven school. The NCEE made "five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system" (The Why, p. 120, 121).

What? (In Current Practice)

☐Develop procedures and expectations for staff to review and analyze assessment results (The How, p.39)

☐Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities (The How, p. 39)

How? (To move forward)

☐ Identify participants for data teams for each building and for specific grade bands (The How, p.38)

☐ Define roles and responsibilities for data team members (The How, p.39)

☐ Schedule collaborative planning time for data meetings at a minimum of once/month (The How, p.39)

☐ Establish or select protocols for team meetings (The How, p.39)

☐ Develop a protocol for making decisions to identify the instructional needs of students (The How, p.39)

☐ Implement protocol with fidelity. (The How, p.39)

☐ Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention (The How, p.39)

☐ Using online options, continue to train new members of the meetings on the expectations and function of the established protocols (The How, p.39)

☐ Ensure that the data storage and retrieval system is effective and efficient (The How, p.39)

☐Providing professional learning to all staff on the development, implementation and analysis of formative assessments that match/ increase the rigor of standards (The How, p.39)

Building Block 4. Best Practices in Literacy Instruction

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

Why is it important?
Based on the Georgia Literacy Plan Needs Assessment only 63% of Cox teachers reported that all students receive direct, explicit literacy instruction. "According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension" (The Why, p. 64). "Explicit and systematic instruction in the five essential components must be provided" (The Why, p. 65).

What? (In Current Practice)
☐ Teachers participate in weekly grade level collaborative planning meetings

☐ Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension) (The What, p. 9)

☐ Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents (The How, p. 40)

How? (To Move Forward)
☐Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The How, p. 40)

☐Provide professional learning on the tenets of explicit instruction (The How, p. 40)

* Use of data to inform instructional decisions and explicit teaching
* Selection of appropriate text for strategy instruction
* Telling students specific strategies to be learned and why
* Modeling of how strategy is used
* Guided and independent practice with feedback
* Discussion of when and where strategies are to be applied

☐Using online options where feasible, provide professional learning on research-based differentiated

instructional strategies that support diverse needs (The How, p. 40)

☐ Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways (The How, p. 40)

☐ Implementing a daily literacy block in grades K - 5 that includes the following for all students:

- Students will engage in best practices to support ongoing learning in developmental phases for reading, writing, listening, and speaking for each of the following key components of literacy instruction: 1) Phonemic Awareness, 2) Phonics Understandings, 3) Vocabulary Development, 4) Comprehension, and 5) Fluency.
- A balanced literacy block including shared reading, interactive reading, guided reading, shared writing, interactive writing, guided writing and independent reading and writing.
- The core reading program will be used to support the aspects of literacy learning described in the bullets above

☐ Collecting and analyzing student data in the areas of Phonemic Awareness, Phonics Understandings, Vocabulary Development, Comprehension, and Fluency

☐Fund course fees for ESOL and reading endorsements for interested teachers

☐ Explore/purchase alternative instructional strategies that may better promote understanding of CCGPS for struggling ELL students.

☐ Additional texts with appropriate lexiles for classroom libraries

☐ Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction (The How, p. 40)

☐ Share effective differentiated lessons and differentiation strategies in teacher team meetings (The How, p. 40)

☐ Purchase an online literacy system

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

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Why is it important?

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

What? (In Current Practice)

☐ Design a vertically and horizontally articulated writing plan consistent with CCGPS (The How, 42)

☐ Provide ongoing professional development to strengthen skills in writing across the curriculum

☐ A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally (The What, p.10)

How? (To move forward)
☐ Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level. (The How, p. 42)
☐ Develop a coordinated plan for writing instruction across all subject areas to include:
- Explicit instruction
- Guided practice
- Independent practice (The How, p. 42)

☐ Plan professional learning on best practices in writing instruction in all subject areas. (The How, p. 42)
☐ Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. (The How, p. 42)
☐ Ensuring that writing occurs on a daily basis across content areas and for multiple purposes
☐Maintain materials and resources necessary to sustain effective writing instruction across the Curriculum (The What, p.10; The How, p.41-42)
☐Purchase a formative writing assessment in order to monitor student success and progress.

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

Why is this important?
Research from Guthrie and Humenick which focused on improving students' motivation to read included four recommendations: "providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading" (The Why, p. 51). In addition, "incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement" (The Why, p. 53).

What? (In Current Practice)
☐ Teachers should be made to understand the need for any or all of the following:
- Providing students with opportunities to self-select reading material and topics for research
- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
- Increasing opportunities for collaborating with peers
- Increasing access to texts that students consider interesting
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
- Leveraging the creative use of technology within the learning process to promote engagement and relevance (The How, p. 41)

How? (To Move Forward)
☐ Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g.,

literature circles, cross-age interactions)
☐ Expand reading activities to have a tie in the community
☐ Continue media center check-outs into the summer months so students can stay engaged and actively reading new books over the break.
☐ Provide hands-on learning activities that bring the materials read to life
☐ A daily literacy block in grades K - 5 that includes the following for all students:

- Daily engagement for all students in best practices to support ongoing learning in developmental phases for reading, writing, listening, and speaking for each of the following key components of literacy instruction: 1) Phonemic Awareness, 2) Phonics Understandings, 3) Vocabulary Development, 4) Comprehension, and 5)Fluency.
- A balanced literacy block including shared reading, interactive reading, guided reading, shared writing, interactive writing, guided writing and independent reading and writing.
- The core reading program will be used to support the aspects of literacy learning described in the bullets above

☐Utilize a computerized literacy program
☐ Provide students with opportunities to select individual reading texts based on student interests through purchasing e-readers, online texts, and additional print resources
☐Purchase supplements to classroom resources to support implementation of CCGPS (increased rigor, appropriate lexiles, student choices, high-interest nonfiction for classroom libraries and media center) (The How, p.41)

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.)

Why is this important?
"Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success" (The Why, p. 126). Pine Street Elementary currently "address student needs and environmental factors to create the optimal learning environment" (The Why, p. 126). The CCGPS guides instruction; however, the teachers differentiate and scaffold lessons based on the students' abilities. "Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level" (The Why, p. 125). PSE is also making plans to build a data team to serve as the driving force for instructional decision making in the building. Additional professional learning is needed in data teams at this time.

What? (In Current Practice)
☐ Protocols for identifying students and matching them to the appropriate intervention are in place. (The What, p. 11)
☐ Analyze data for individuals to identify students in need of intervention according to established protocols (The How, p. 43)
☐ Monitor results of formative assessment to ensure students are progressing (The How, p.43)
☐ We currently schedule, provide and implement interventions based on students' learning needs.

How? (To Move Forward)
☐ Budget for recurring costs of data collection, intervention materials, and technology used for implementation (The How, p. 43)
☐ Teachers are trained on the implementation of data collection and analysis of results (The How, p. 43).
☐ Develop protocols for identifying students and matching them to the appropriate intervention (The How, p. 43)
☐ Purchase, train and implement data collection (The How, p. 43)
☐ Purchase, schedule, train providers and implement intervention (The How, p.43)
☐ Develop process monitoring the implementation of research-based interventions at the building level and across the system (The How, p. 43)
☐ Monitor to ensure that interventions are occurring regularly and with fidelity (The How, p. 43)
☐ Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration (The How, p. 43)
☐ Develop standardized protocols for the collection of critical information to determine students'

literacy competence in various content areas and response to interventions Grade level RTI teams meet weekly to look at response to intervention (The How, p. 43)

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

Why is this important?
In an effective Tier 1 general education classroom, "teachers routinely address student needs and environmental factors to create the optimal learning environment" (The Why, p. 126). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments (The Why, p. 132).

What are we currently doing?
☐ Ensure that teachers within each subject area plan together to implement jointly adopted literacy (The How, p. 43)
☐ Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting (The What, p.12)
☐ Implementation of the Common Core Georgia Performance Standards within each subject area to ensure consistent expectations across classrooms

How? (To Move Forward)
☐ School-wide understanding of assessment data and anticipated levels of student mastery during the school year (The How, p.45)
☐ Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing) (The How, p. 43)
☐ Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area. (The How, p. 43)
☐ Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels (The How, p. 44)
☐ Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools (The How, p. 44)
☐ Promote the formation of professional learning communities with protected meeting times (The How, p. 44)
☐ Provide professional learning to support literacy, either face-to-face or online. (The How, p. 45)
☐ Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area (The How, p. 43-44)
☐ Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV.A.)

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

Why is this important?
"Professional learning in intervention strategies must be aligned to the needs of the students" (The Why, p. 124). As student data shows the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools which gauge progression toward mastery of specific goals (The Why, p. 126, 133). "Professional learning in intervention strategies must be aligned to the needs of the students" (The Why, p. 124).

What? (In Current Practice)
☐ Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (The How, p. 46)
☐ Use of screeners in the diagnosis of reading difficulties is present, but not widespread.

How? (To move forward)
☐ Ensure effectiveness of interventions by:
- Building sufficient blocks of time into the daily schedule
- Providing adequate space conducive to learning
- Ensuring that they are provided by competent, well-trained teachers (The How, p. 46)

☐Schedule time for collaborative discussions and planning between regular education teachers and interventionists (teachers and paraeducators) (The How, p. 45)
☐ Plan and provide professional learning for interventionists on:
- Appropriate use of supplemental and intervention materials
- Diagnosis of reading difficulties
- Direct, explicit instructional strategies to address difficulties
- Charting data
- Graphing progress (The How, p. 45)

☐Ensure adequate time for planning to monitor student movement between T1 and T 2 (The How, p. 45)
☐ Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions (The How, p. 45)
☐ Analyze how schools successful in closing the achievement gap have effected change (The How, p. 45)
☐ Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs (The How, p. 45)

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

Why is this important?
At Pine Street Elementary students are moved to a Tier 3 only when adequate progress has not been made in Tier 2. Students are then progressed monitored for 6 to 12 weeks with meetings being held every three weeks. "The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom" (The Why, p. 127).

What? (In Current Practice)
☐ In addition to everything that occurs at T1 and T2, teams meet to discuss students in T3 who failed to respond to intervention (The How, p. 46).
☐ T3 SST/data teams meet at least once a month to discuss student progress (The How, p. 46).
☐ T3 includes proven interventions that address behavior (The How, p. 46).
☐T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) (The What, p.12).

How? (To Move Forward)
☐ In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
- Discuss students in T3 who fail to respond to intervention
- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
- Verify implementation of proven interventions
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral (The How, p. 46)

☐ Interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist (The How, p. 46).
☐Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected) (The How, p. 46).
☐ Continue to ensure that:
- Students move into and out of T2 and T3
- Data is used to support response to intervention
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

(The How, p. 46)

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

Why is this important?
Students at Tier 4 in PSE receive services through an IEP after testing is complete and eligibility has been determined. Interventions at Tier 4 are intensive and specifically designed to meet the learning needs of the individual student. These interventions are based on the CCGPS/GPS and the individual learning and/or behavioral needs of the individual (The Why, p.126). The use of specialized programs, methodologies and instructional delivery options is necessary for students who have not demonstrated success in Tiers 1 through 3. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement including gifted education and special

education (The Why, p.134).

What? (In Current Practice)
☐ School schedules are developed to ensure least restrictive environment (LRE) (The What, p. 12).
☐ Ensure that building and system administrators are familiar with funding formulas affecting students in special programming (The What, p.13)
☐ A case manager is assigned to each student with (IEP) (i. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)
☐ Case managers regularly participate in open houses, parent conferences and college and career planning activities

How? (To Move Forward)
☐Ensuring the T4 teachers participate in professional learning communities to maintain alignment with CCGPS (The How, p.47)
☐ Special Education, ELL, or gifted case managers meet to plan and discuss students' progress with general education teachers (The How, p.47).
☐ A system of checks and balances ensures fidelity of implementation and progress monitoring at a rate commensurate with typical peers to close the gap in performance (The How, p.47).
☐ IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards. (The How, p.47)
☐ Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers (The How, p.47).
☐Student data supports the exit of students from T4 (The How, p.47).
☐A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance
☐ Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (The What, p. 13).

Building Block 6. Improved Instruction through Professional Learning

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

Why is this important?
To ensure pre-service education preparedness, "Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom" (The Why, p. 150). Pre-service education has a responsibility to train teachers "to learn to teach in ways that promote critical thinking and higher order performance" (The Why, 140).

What? (In Current Practice)
☐ We currently welcome pre-service educators into our school.
☐ Pre-service educators are assigned to supervising teachers across grade levels and classrooms. They work alongside teachers to plan, develop, implement and assess instruction.
☐ Pre-service teachers attend school meetings and professional learning opportunities with their supervising teacher.

How? (To Move Forward)
☐Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions (The How, p. 48)
☐Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy (The How, p. 48)
☐Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy (The How, p. 48)
☐ Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy (The What, p.13; The How, p.48)
☐Continue to monitor and support the integration of disciplinary literacy (The How, p.48)
☐Strengthen partnerships with local colleges and universities to increase the number of pre-service teachers who are assigned to PSE

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

Why is this important?
"According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (The Why, p. 142). "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers" (The Why, p. 144). At Pine Street, we support the ongoing learning of our teachers by inviting district personnel to attend and present at grade level collaboratives; however, additional professional learning in research-proven strategies is needed to keep our staff up to date on the current instructional practices.

What are we currently doing?
☐ Use teacher data (surveys and interest inventories; teacher observations) to target professional learning needs (The How, p. 48)
☐ Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (The How, p. 48)
☐ Partner experienced teachers with pre-service and beginning teachers (The How, p. 48)
☐An instructional coach provides site-based support for administrators, faculty and staff, where possible (The What, p. 13)

How? (To Move Forward)

☐Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (The How, p. 48)

☐Extend collaboration time to enable teacher leaders to work more closely with those teachers who struggle to incorporate literacy strategies within their classrooms

☐ Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth (The How, p. 49)

☐Continue program-specific professional learning each year for new and experienced teachers (The How, p. 49)

☐Encourage all teachers to share information learned at professional learning sessions (The How, p. 49)

Ensure that new personnel receive vital professional learning from earlier years (The How, p. 49)

Analysis and Identification of Student and Teacher Data

Pine Street Elementary used the analysis of applicable data along with the literacy needs assessment to develop the goals and objectives identified in the Project Plan section.

Over the past two years PSE has increased the percentage of students meeting/exceeding the standard in reading. However, achievement gaps still exist in all content areas and all students need improvement in the exceeding category. The number of students who exceed on the CRCT/Milestones should be increased. Of particular concern is the lack students meeting and exceeding standards in Science and Social Studies. Pine Street is a majority-minority school. There is an achievement discrepancy between English Learners and all students. Overall, writing scores are low which indicates a need for intense writing instruction in all classrooms and across all content areas. Benchmark scores are also an area of concern as well as the SRI test scores.

A. Assessments by Grade Level

CRCT by Grade Level

School Year	Subject	Grade Level	Meets/Exceeds
2013-2014	**Reading**	03	97%
		04	98%
		05	95%
	ELA	03	92%
		04	92%
		05	97%
	Science	03	80%
		04	84%
		05	84%
	Social Studies	03	91%
		04	84%
		05	80%
2012-2013	**Reading**	03	91%
		04	93%
		05	95%
	ELA	03	84%
		04	84%
		05	95%
	Science	03	80%
		04	81%
		05	80%
	Social Studies	03	85%

		04	83%
		05	76%

Georgia Writing Assessment

School Year	Subgroup	Meets/Exceeds
2013-2014	Total Population	70%
	SWD	50%
	White	75%
	Black	77%
	Hispanic	79%
	Asian	100%
	Multi-racial	100%
	EL	66%
2012-2013	Total Population	60%
	SWD	9%
	White	47%
	Black	68%
	Hispanic	73%
	Asian	100%
	Multi-racial	100%
	EL	60%

B. Disaggregated Data

Ethnicity Data

School Year	Subject	Race / Ethnicity	Did Not Meet	Meets/Exceeds
2013-2014	ELA	Asian		100%
		Black, Not Of Hispanic Origin	6%	94%
		Hispanic	11%	89%
		Multi-Racial	33%	67%
		White, Not Of Hispanic Origin	41%	59%
	Reading	Asian	67%	33%

		Black, Not Of Hispanic Origin	3%	97%
		Hispanic	7%	93%
		Multi-Racial	33%	67%
		White, Not Of Hispanic Origin	53%	47%
	Science	Asian	67%	33%
		Black, Not Of Hispanic Origin	16%	84%
		Hispanic	14%	86%
		Multi-Racial	17%	83%
		White, Not Of Hispanic Origin	18%	82%
	Social Studies	Asian	67%	33%
		Black, Not Of Hispanic Origin	19%	81%
		Hispanic	11%	89%
		Multi-Racial	17%	83%
		White, Not Of Hispanic Origin	18%	82%
	ELA	Black, Not Of Hispanic Origin	13%	87%
		Hispanic	7%	93%
		Multi-Racial	17%	83%
		White, Not Of Hispanic Origin	8%	92%

	Reading	Asian	33%	67%
		Black, Not Of Hispanic Origin	7%	93%
		Hispanic	3%	97%
		Multi-Racial	17%	50%
		White, Not Of Hispanic Origin	5%	95%
	Science	Asian	33%	67%
		Black, Not Of Hispanic Origin	26%	38%
		Hispanic	10%	90%
		Multi-Racial	29%	71%
		White, Not Of Hispanic Origin	13%	87%
	Social Studies	Asian	67%	33%
		Black, Not Of Hispanic Origin	24%	76%
		Hispanic	13%	87%
		Multi-Racial	14%	86%
		White, Not Of Hispanic Origin	11%	89%

Students with Disabilities

School Year	Subject	SWD	Did Not Meet	Meets/Exceeds
2013-2014	ELA	Non-SWD	5%	95%
		SWD	33%	67%

	Reading	Non-SWD	3%	97%
		SWD		100%
	Science	Non-SWD	16%	84%
		SWD	40%	60%
	Social Studies	Non-SWD	15%	85%
		SWD	60%	40%
2012-2013	Language	Non-SWD	11%	89%
		SWD		100%
	Reading	Non-SWD	7%	93%
		SWD	13%	87%
	Science	Non-SWD	18%	82%
		SWD	47%	53%
	Social Studies	Non-SWD	17%	83%
		SWD	52%	48%

Socio-Economic Status

School Year	Subject	ED	Did Not Meet	Meets/Exceeds
2013-2014	Language	ED	6%	94%
		Non-ED	7%	93%
	Reading	ED	3%	97%
		Non-ED	2%	98%
	Science	ED	16%	84%
		Non-ED	23%	77%

School Year	Subject	ED	Did Not Meet	Meets
	Social Studies	ED	17%	83%
		Non-ED	16%	84%
2012-2013	Language	ED	11%	89%
		Non-ED	10%	90%
	Reading	ED	7%	93%
		Non-ED	6%	94%
	Science	ED	23%	77%
		Non-ED	12%	78%
	Social Studies	ED	21%	79%
		Non-ED	15%	85%

English Learners

School Year	Subject	ELL	Did Not Meet	Meets
2013-2014	Language	ELL	25%	75%
		Non-ELL	4%	96%
	Reading	ELL	16%	84%
		Non-ELL	2%	98%
	Science	ELL	38%	62%
		Non-ELL	16%	84%
	Social Studies	ELL	35%	65%
		Non-ELL	16%	84%
2012-2013	Language	ELL	10%	90%
		Non-ELL	11%	89%
	Reading	ELL	3%	97%

		Non-ELL	7%	93%
	Science	ELL	17%	83%
		Non-ELL	21%	79%
	Social Studies	ELL	10%	90%
		Non-ELL	20%	80%

C. Identified Strengths and Weaknesses

Strengths

The school's SWD population performance is comparable to regular education peers in Reading. A large percentage of the school's population meets/exceeds standards on Reading and ELA, indicating there are foundational skills apparent in student achievement.

Weaknesses

English Learners have a drastic achievement gap when compared to their same age peers. EL students underperform students in all content areas in the 2013-2014 school year.   Science and Social Studies have a large percentage of all students not meeting standards. There is a large number of students who do not meet standards on writing assessments.   SWD underperform their peers in the areas of ELA, Science and Social Studies. Students struggle with meeting standards on benchmarks.

D and E. Teacher Data

Teacher Data

		Administrators	Paraprofessionals	Teachers
Personnel	Full-time	2	26	50
	Part-time		1	
Gender	Male		2	3
	Female	2	25	47
Race	Asian			1
	Black			12
	White	2		37
Certificate Level	Level 4			18
	Level 5	1		28
	Level 6	1		4
	Level 7			

Years of Experience	<3 years		11	10
	4-19 years		15	31
	>20 years		1	9

G. District-Prescribed Data

Universal Screeners (SRI)

School Year	Grade Level	Below Basic	Basic	Proficient	Advanced
2014-2015	3	51%	34%	16%	
	4	52%	26%	21%	2%
	5	58%	34%	8%	
2013-2014	3	100%			
	4	72%	17%	11%	
	5	48%	33%	13%	6%

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

School Year	Grade Level	Benchmark 1	Benchmark 2	Benchmark 3
2014-2015	**1**	76%		
	2	70%		
	3	57%		
	4	66%		
	5	73%		
2013-2014	**1**		78%	76%
	2		70%	88%
	3	80%	59%	71%
	4	53%	73%	75%
	5	74%	74%	69%

F. Goals and Objectives

Goal 1: Teachers will incorporate literacy across the curriculum.	Goal 2: Students in grades 3-5 will demonstrate improved performance in reading, science, and social studies as measured by positive trends in proficiency scores on the Georgia Milestones Assessment.	Goal 3: Students in grades 1st-5th will increase Lexile scores.
Objective 1: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards		
Objective 2: Pine Street Elementary staff will implement multiple strategies to improve communication with stakeholders.		

Objective 3: Support teachers in providing literacy instruction across the curriculum
Objective 4: Implement an early literacy program providing the five essential components of early reading instruction in order to ensure students are reading on grade level by the end of grade three (The Why, 3.B)
Objective 5: Provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction (The What, pgs. 6,7,9,10; The Why, -2E2,2E3,1B,6D)
Objective 6: Provide resources, strategies, and opportunities to motivate students to read and write across the content areas (The Why, 3.C.2)

H. Professional Learning

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

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

A, B, and C: Implementation Plan

Pine Street Elementary goals, objectives, and tasks are informed by the research and Building Blocks in the "What" and "Why" documents. All teachers and staff will be involved in implementing the project plan outlined below.

Goal 1: Teachers will incorporate literacy across the curriculum.	Goal 2: Students in grades 3-5 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the Georgia Milestones Assessment.	Goal 3: Students in grades 1st-5th will increase Lexile scores.

Objective 1: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards
- Action 1: *Establish a functional literacy team that involves community stakeholders enables and monitors the cross content area teaching of literacy.*
- Action 2: *Administrators will examine lesson plans weekly to monitor content area literacy instruction.*
- Action 3: *Administrators will meet with literacy team monthly to examine data and plan future effective implementation of grant funds.*
- Action 4: *Provide ongoing professional learning for all teachers and staff in literacy strategies.*

Objective 2: Pine Street Elementary staff will implement multiple strategies to improve communication with stakeholders.
- Action 1: *Provide a quality, systematic, explicit early literacy experience; laying the foundation for future academic successes, including hands on experiences to increase background knowledge and vocabulary (The What, p.6, 19).*
- Action 2: *Ensure that stakeholders understand literacy goals and their roles in meeting these goals (The How, p. 22)*
- Action 3: *Incorporate technologies to more creatively and effectively support stakeholder engagement.*
- Action 4: *Share successes with all relevant stakeholders. (The How, p. 22)*

Objective 3: Support teachers in providing literacy instruction across the curriculum
- Action 1: *Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction*
- Action 2: *Plan and provide professional learning on direct, explicit instructional strategies to build students' phonemic awareness, phonics, fluency, vocabulary, and writing skills within each subject area. (The How, p. 26-27)*
- Action 3: *Extend collaboration time to enable teacher leaders to work more closely with those teachers who struggle to incorporate literacy strategies within their classrooms*
- Action 4: *Schedule time during the school day for teachers to collaboratively analyze data, plan lessons, examine student work, and reflect. (The How, p. 23 & 29)*

Objective 4: Implement an early literacy program providing the five essential components of early reading instruction in order to ensure students are reading on grade level by the end of grade three (The Why, 3.B)
- Action 1: *Provide a quality, systematic, explicit early literacy experience; laying the foundation*

for future academic successes, including hands on experiences to increase background knowledge and vocabulary (The What p.6, 19).
- Action 2: *Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (The How, p. 40)*
- Action 3: *Plan and provide professional learning on direct, explicit instructional strategies to build students' phonemic awareness, phonics, fluency, vocabulary, and writing skills within each subject area. (The How, p. 40)*
- Action 4: *Monitor the effectiveness of the early literacy program through analyzing data, teacher lesson plans, and walk-throughs.*

Objective 5: Provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction (The What, pgs. 6,7,9,10; The Why, 2E2,2E3,1B,6D)
- Action 1: *Routinely screen on skills critical to literacy; administer diagnostic assessments to students identified to guide instructional interventions (The Why, 5.A.5.c-d).*
- Action 2: *Use data to identify students who are in need of intervention*
- Action 3: *Monitor to ensure that interventions are occurring regularly and with fidelity (The How, p. 43)*
- Action 4: *Provide professional learning on the RTI process and specifically for interventions at each Tier*
- Action 5: *Acquire interventions that support the specific needs of diverse learners*

Objective 6: Provide resources, strategies, and opportunities to motivate students to read and write across the content areas (The Why, 3.C.2)
- Action 1: *Purchase supplements to classroom resources to support implementation of CCGPS (increased rigor, appropriate Lexiles, student choices, high-interest nonfiction for classroom libraries and media center)*
- Action 2: *Provide direct, explicit comprehensive instruction and involve students in collaborative learning groups.*
- Action 3: *Provide diverse texts (both informational and literary) and intensive writing instruction (The Why, 2.C).*
- Action 4: *Research, purchase, and incorporate technology in order to increase student performance and increase engagement (The Why, 3.C1 & 2; The What, p. 18).*
- Action 5: *Provide students with opportunities to select texts by purchasing appropriate technology (e-readers and online texts) to support learning and engagement.*

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

Formative Measures	Objectives	Summative Measures for Students	Objectives
GKIDS	*2,6*	*GKIDS*	*2,6*
ACCESS	*2,3,6*	*ACCESS*	*2,3,6*
SRI	1,2,4,5,6	SRI	1,2,4,5,6
Early Star	1,2,4,5,6	Early Star	1,2,4,5,6
Benchmarks	1,2,5,6	Benchmarks	1,2,5,6
4.5's	1,2,3,5,6	Benchmarks	1,5,6

Student Learning Objectives (SLO's)	1,3,6	Student Learning Objectives (SLO's)/ Milestones (3rd grade)	1,6
Write Score	1,4,5,6	Milestones	1,3,6

D and E: Tiered Instruction and RTI Model

Pine Street Elementary will provide literacy instruction in a tiered instruction protocol through a differentiation model. The chart presented below provides an overall outline of how RTI is managed at PSE. In addition, literacy instruction will be provided across content areas.

Grade Level	Kindergarten	First	Second	Third	Fourth	Fifth
Tier Time	10:15-11:00	9:30-10:15	7:50-8:30	8:40-9:25	12:15-1:00	11:15-12:00
Tier 1	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies	Core Instructional Strategies
Tier 2	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention	Targeted Group Intervention
Tier 3	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention	Targeted Strategic Intervention
Tier 4	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention	Intensive Skill Intervention

F: Inclusion of all Teachers and Students

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

G: Practices Currently in Place

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

H: Goals Funded with Other Sources

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

I: Schedule

	K	1st	2nd	3rd	4th	5th
7:45	Sci/Soc Stud	Literacy (w)	IE Block for Rdg 7:50-8:30	Specials 7:50-8:35	Literacy Block with Integration	Instructional Seg I 7:50-9:30 (rdg, then wrtg)
8:00						
8:15						
8:30	Literacy - (Rdg)	(Rdg)				
8:45			Specials 8:40-9:25	IE Block for Reading 8:40-9:25		
9:00						
9:15						
9:30	(W)	IE Block	Literacy (w)	Literacy (w) 9:30-10:15	IE Block for Math	Specials 9:35-10:20
9:45						
10:00						
10:15	IE Block			Lunch 10:13-10:54	Finish Literacy	
10:30		Specials 10:25-11:10			Recess	Lunch 10:30-11:09
10:45					Lunch 10:45-11:24	
11:00	Lunch 11:03-11:45		Science/SocStud	Literacy with Integration		Recess
11:15		Lunch 11:24-12:09				IE Block
11:30			Recess		Math 11:30-12:15	
11:45	Recess		Lunch 11:45-12:24			
12:00	Specials 12:10-12:55			Recess		Instructional Seg 2 (math first)
12:15		Recess		IE Block for Math	IE Block for Reading	
12:30		Math	Math 12:30-1:15			
12:45						
1:00	Math			Math	Specials	
1:15		Science/SocStud	IE Block for Math			
1:30						
1:45						

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

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

See references in Section A: Implementation Plan

VI. Assessment/Data Analysis Plan

A. Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Quarterly
Georgia Writing Assessment	3 and 5	Measure mastery of writing standards	Writing	1 time per year
Early STAR	K,1, and 2	Diagnostic	CCGPS	3 times per year
SRI	3, 4, and 5	Universal Screener	Reading Fluency and Comprehension	3 times per year
CRCT/Milestones	3,4, and 5	CRCT/Milestones	CCGPS	1 time per year
ITBS	3 and 7	Norm-Reference Gifted Screening	All Content Areas	1 Time per year
CogAT	2 and 4	CogAT	CCGPS	1 time per year
Benchmarks	1-5	Formative	CCGPS	3 times a year
Phonological Awareness, Letter Name Correspondence, Letter Sound Correspondence	K-1	Diagnostic	Phonological Awareness Skills, Letter Names and Letter Sounds	1 time per year

B. Comparison of Current Assessments to SRCL Assessments

Pine Street Elementary will continue to follow the district protocol for administering assessments. The assessments above will continue to be administered with the same frequency. As a Striving Reader Comprehensive Literacy School, we would add DIBELS Next. DIBELS Next will be administered three times per school year and student progress will be tracked. Data will be used to determine instruction for students. We will also add a formative writing assessment using SRCL Grant funds.

C. Implementation of New Assessments into Current Assessment Schedule

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

DIBELS Next	**1-5**	**Classroom teachers**	**3 times per year**
Early STAR	K, 1, 2	Classroom teachers	3 times per year
Phonological Awareness, Letter Name Correspondence, Letter Sound	K-1	Replace with DIBELS Next	

Correspondence			
Unit Assessments	K-5	Classroom teachers	Ongoing
SRI (Scholastic Reading Inventory)	3-5	Classroom teachers	3 times per year
Formative Writing Assessment	2-5	Classroom teachers	3 times per year
GKIDS	Kindergarten		Quarterly
Georgia Writing Assessment	3 and 5		1 time per year
Early STAR	K,1, and 2		3 times per year
SRI	3-5		3 times per year
CRCT/Milestones	3-5		1 time per year
ITBS	3 and 7		1 time per year
CogAT	2 and 4		1 time per year
Benchmarks	1-5		3 times per year

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

No assessments will be discontinued as we implement the Striving Readers Comprehensive Literacy grant. We will continue to implement universal screeners (e.g. SRI) to monitor progress of students.

E. Professional Learning for Teachers for Assessment Implementation

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

F. Presentation of Data to Parents and Stakeholders

Parents/guardians receive information about school-level data at the Title I Annual Meeting each fall. In addition, data points are shared with families through PTO meetings and parent-teacher conferences. The Rockdale County Public School District compiles data summaries on assessment results of each school to report to the media.

G. Data Used to Develop Instructional Strategies

Data will be used to inform and guide instruction in the classroom. Teachers will use data to select strategies to be used to differentiate instruction with the classroom. Data will also be used to determine small groups, select instructional strategies, and to monitor effectiveness of interventions. Data will be used to inform students and parents of progress toward goals and to adjust goals based on student progress. ("Why," p. 96)

H. Assessment Plan and Personnel

Data from universal screeners will be analyzed three times a year to identify areas of instruction needed by students (phonological awareness, fluency, vocabulary, comprehension, word identification, etc.). Teams of teachers will administer DIBELS Next and other formative and summative assessments. All assessments and protocols will be overseen by the school testing coordinator in conjunction with the district testing director.

Results from student assessment data will be used for the following purposes:

- Establish learning goals for students
- Identify students' strengths and weaknesses so that grouping can be determined for targeted instruction
- Evaluate effectiveness of the instruction in meeting the goals for each student so that instruction can be adjusted accordingly
- Identify areas of need for professional learning opportunities
- Inform process of intervention
("The Why," p. 96)

Resources, Strategies, and Materials

A. **Resources Needed to Implement the Literacy Plan**

- Research-based literacy instructional materials

- Professional learning –consultant fees, stipends, or release time (subs), and materials

- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center

- Updated reading materials for the media center and classroom libraries

- Travel expenses for conferences and training

- Training on the analysis of Scholastic Reading Inventory data

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

- Trained intervention specialists

- Grant administrator/district-based literacy specialist

- Family involvement activities

- Transportation for extended day/year activities

- Stipends for extended day and summer programs

- Classroom computers

- Networkable printers

- Portable lab of interactive tablets with appropriate applications

- Online databases to support and enhance student research

- Core Literacy Program

B. **Activities that Support Literacy Intervention Programs**

- Dedicated scheduled time for intervention

- Flexible, needs-based grouping

- Formative assessment in writing

- Use of data to drive instruction

- Research-based intervention materials

- Professional learning on strategies for teaching academic content vocabulary

- Parent education through family academic night

C. Shared Resources

We do not have a mobile computer lab nor do classes have access to the regular computer lab. The regular computer lab is on a specials rotation and is utilized during the school day.

D. Library Resources

- 10,234 books in the media center
- 17 years is the average age of books in the media center
- 400 videos in the media center
- 3 online databases including Tumblebooks, PebbleGo and WebPath express
- 19 magazine subscriptions
- 7 computers in media center
- 1 projector in the media center
- 1 projector for check out

E. Activities that Support Classroom Practices

- Formative and summative assessments

- Vocabulary instruction in all content areas

- Technology-enhanced lessons

- Collaborative grade-level and subject-level planning including resource staff (school-wide and county-wide)

- Building level professional learning at faculty meetings

F. Strategies Needed to Support Student Success

- Strategies for increasing student engagement

- Scholastic Reading Inventory –full use of data

- Effective use of flexible grouping based on formative data

- School-wide writing rubric

- Writing in all content area classes

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

    --Reading strategies

    --Writing instruction across content areas

    --Understanding Lexiles and matching readers to texts

    --Strategies for student engagement and motivation

    --Integration of technology in instruction (especially for student collaboration and production)

--Literacy across all content areas

--Effective data usage for planning instruction, implementing interventions, and monitoring student progress

--Interventions for all tiers of RTI

--Differentiation and small group instruction

G. List of Current Classroom Resources

Each kindergarten and 1st grade class has 2 computers in every classroom. Each 2nd-5th grade class has 3 computers for student use. Every student has textbooks assigned to them.

H. Alignment of SRCL Funding with District Funding

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

I. Explanation of Proposed Technology

PSE would like E-readers, electronic texts, and different electronic applications that would greatly increase student engagement. We want this type of technology to be placed in the hands of our students. Our students respond positively and want to interact with curriculum through a digital world.

"The Why" document states, "New technologies and new job tasks have changed the meaning of what it means to write and write well." (Lenhart, et al, 2008, p. 3) In an article for EdTech Magazine, titled "21st Century Skills", the author said, "The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally." (Sturgeon, 2008) (p.57-58)

<h1 style="text-align:center">VIII. Professional Learning Strategies</h1>

A. Past Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
CCGPS Training	August 2012	All Certified Teachers	Curriculum Department	2 ½ day sessions
Technology Training	August 2012	All Certified Teachers	Technology	8 hours (broken into 1 hour sessions)
Writing Instruction in all domains	August 2012	All Certified Teachers	Instructional Coach	4 hours (broken into 1 hour sessions)
Data Teaming	August 2013	All Certified Teachers	Kim Vier/Kim Melly	1 day (broken into 1 hour sessions)

B. Percentage of Staff Attending Professional Learning

All instructional staff attended assigned professional learning.

C. On-Going Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
PAX Behavior Management System	July 2014—May 2015	All PSE Staff	Rachel Long	1 full day session
Guided Reading Instruction	July 2014—May 2015	All Certified Teachers	Dr. Jan Burkins	5 full days (broken into half day sessions with grade levels

D. Professional Learning Needs

- Understanding Lexile scores
- Core literacy program
- Interpreting and using assessment data
- Differentiating instruction
- Writing across the curriculum
- Vertical alignment
- RTI related Interventions
- Data Teams

E. Evaluation of Professional Learning

- Participants provide feedback on PL sessions via a survey

- Formative and summative assessment data, along with district walkthrough data
- Teacher lesson plans and TKES observation data

F. Professional Learning Plan

Topic	Project Goal(s)	Objectives
Understanding Lexile scores/ ELA CCGPS Text Complexity	Support teachers in the continued integration of literacy Instruction and skills development necessary for high Achievement in all content areas as articulated within the CCGPS.	Purchase literary and informational texts to support literacy practices in all content area classes. Provide professional learning on understanding Lexile scores and matching students to leveled texts.
Core literacy program	Implement a literacy program to increase student Lexile scores each year of the grant.	Provide training to all pertinent staff in the use of the literacy program. Observe classrooms for key elements of the literacy program. Provide feedback regarding classroom elements.
Interpreting and using assessment data	Provide training on best practices in how to effectively evaluate data in order to make informed decisions about instruction and intervention	Provide data teams training to all school personnel Form vertical data intervention teams Schedule a routine time for data teams to meet and analyze data
Differentiating instruction/ RTI related Interventions	Plan and provide a model of Professional learning on Differentiated instruction and intervention options	Professional learning offered regarding differentiation Lesson plans that include differentiation Establish a school-wide intervention schedule and plan
Writing across the curriculum	Teachers will understand and implement best practices in writing instruction in all subject areas.	Professional learning in writing in all content areas Purchase resources to assist

		teachers in planning writing activities Purchase digital media to assist in accessing materials for writing across the curriculum
DIBELS	Train staff to administer assessments to ensure standardized procedures and accurate data recording	Purchase required materials to administer DIBELS assessment Train staff to deliver DIBELS assessment Administer DIBELS to all students and collect results to be analyzed
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, vocabulary, fluency, and comprehension	Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area	Establish a schedule of professional learning based on teacher needs and student achievement data – directly related to literacy strategies
P-12 Reading and ESOL Endorsement Program	Provide training for identified teachers to become reading and ESOL specialists.	All teachers will be required to obtain their Reading and ESOL endorsement

G. Effectiveness of Professional Learning

The ultimate measure of the effectiveness of professional learning will be student achievement data because effective professional learning is linked to higher student achievement (The Why, p. 7). However, it may take time to see significant growth in student achievement. Therefore, we plan to include additional measures for determining the effectiveness of professional learning. Those measures are listed below:

- Observe teachers using the Georgia Literacy Instruction Observation Checklist three times per year.
- Create and implement a professional learning rubric aligned to goals and objectives.
- Use teacher data (surveys and observations) to identify key areas for professional learning.
- Use teacher data (surveys, observations, and lesson plans) to monitor effectiveness of professional learning.

Pine Street Elementary's Sustainability Plan

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

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

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

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

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

Sustaining the Literacy Plan
We will review the goals and expectations of the grant, as well as the School Literacy Plan, annually with all staff. We will continue to utilize formative and summative assess our students' literacy levels and growth through the use of DIBELS Next, benchmarks, SRI, and the Milestones. Because the district is dedicated to supporting a 1-to-1 technology initiative, any technology purchased through the SRCL grant will be subsumed under the district's technology replacement plan. We will allocate money out of our Title I and school-level budgets to replace literacy resources as needed. We will analyze student data, teacher feedback, and TKES

observations to finalize which materials and professional learning are not having the desired effectiveness on student learning.

g. Expanding the Lessons Learned through the SRCL Grant

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

Budget Summary

As a result of a comprehensive review of literacy efforts at Pine Street Elementary, needs have been assessed and identified, data and available resources have been analyzed, and plans have been made to utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon the Fall 2014 FTE count of 631 and an estimated award of $426.00 per student, the total funds received over a five year time frame are anticipated at $268,175.

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

Curriculum Needs (15%): In order to meet students' literacy needs across the curriculum, grant funding will be used to purchase the following items:

- Leveled texts for classrooms and media center across all content areas
- Consumable materials
- E-Readers
- Core Reading program

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

- Consultant fees
- Instructional materials for training
- Stipends for off-contract training
- Funding for substitutes
- Reading and ESOL endorsements

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

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

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

years of grant implementation in order to monitor funding and implementation. These two positions will be funded out of the allowable 5% for grant administration costs.

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

Technology Needs (15%): While the SRCL grant is not a technology grant, the innovative use of technology will promote student engagement and motivation while also enhancing instruction. Rockdale County Public School System is committed to providing students with 1-to-1 technology, but the technology plan spans multiple years, with several schools and students not receiving individual devices for several years. Because RCPS is using ESPLOST funds to purchase 1-to-1 technology for every student in the district, we are not requesting technology funds for computers or tablets. However, the SRCL grant will allow Pine Street Elementary to provide students with access to technology to support and enhance literacy instruction and to increase student engagement.

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