School Profile

Created Monday, December 09, 2013

Page 1

School Information

School Information | District Name:	Toombs County School System
School Information | School or Center Name:	Lyons Primary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Sandra Floyd
Principal | Position:	Principal
Principal | Phone:	912-526-8391
Principal | Email:	floyds@toombs.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Marcella Alexander
School contact information | Position:	Instructional Coach
School contact information | Phone:	912-526-8391
School contact information | Email:	alexanderm@toombs.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 2nd

Number of Teachers in School

52

FTE Enrollment

632

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: Dr. Kim Corley

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

Address: 117 East Wesley Ave.

City: Lyons Zip: 30436

Telephone: (912) 526-3141 Fax: (912) 526-4609

E-mail:
corleyk@toombs.k12.ga.us

Kim Corley

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

Dr. Kim Corley
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 9, 2013
Date (required)

Grant Assurances

Created Monday, December 09, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Monday, December 09, 2013

Page 1

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

SRCL General Information Packet-Cohort 3

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 3

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.

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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.

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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.

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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)

_____

Typed Name of Fiscal Agency Head and Position Title

_____

Date

Kim Corley

Signature of Applicant's Authorized Agency Head (required)

Dr. Kim Corley, Superintendent

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

December 9, 2013

Date

_____

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

_____

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

_____

Date (if applicable)

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District Narrative

System Demographics: The Toombs County School System was established in 1906. The Toombs County School System is a poor, small, rural school system with 3071 students PK-12 located in South Georgia. We have five schools: one primary, two elementary, one middle, and one high school. Four of the five schools are located within the city limits of Lyons. Toombs Central Elementary School is located twelve miles south of Lyons. All K-8 schools are Title I Schools. The system poverty average is 90.02%. We have a 24.68% Hispanic population, 18% black population, and 53.24% white population.

SCHOOL	GRADES	POVERTY
Lyons Primary	PK-2	100%
Lyons Upper Elementary	3-5	100%
Toombs Central Elementary	PK-5	85.63%
Toombs County Middle	6-8	97.68%
Toombs County High	9-12	73.68%

Current Priorities: Toombs County Schools focus on priorities shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement opportunities to improve academic achievement
- Writing across the curriculum
- Vertical Team Planning

Strategic Planning: Our improvement initiative is 'Team Toombs' which utilizes effective best practices leading to high levels of student academic achievement.

Vision: Continuously promote and strive for educational excellence in academic achievement, citizenship, and personal growth.

Mission: Promote educational excellence through lifelong learning and promote productive citizenship through a nurturing and caring environment for the school community.

Current Management Structure: We are governed by a seven member Board of Education and Superintendent. Each school has a Principal and Instructional Coach. Four schools have an Assistant Principal. There is an Associate Superintendent assigned to each school for additional support. The Associate Superintendents also are Special Education Director and Human Resources Director, Federal Programs Director, and System Psychologist and Student Services Director.

Past Instructional Initiatives:

- Measures of Academic Progress (MAP) testing in grades 3-8
- Partnership for Reform in Science and Math (PRISM)

Literacy Curriculum: For nine years we have utilized direct instruction – SRA Reading Mastery and Corrective Reading in K-8. We have seen tremendous gains in reading proficiency utilizing these programs and method of instruction. Primarily we currently use novels to teach CCGPS, but we also utilize these resources: K-5 Harcourt Trophies, 6-8 McDougal Littell The Language of Literature, and 9-12 Holt Elements of Literature. We are in need of professional learning in grades 9-12 on reading in the content areas.

Literacy Assessments: Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model, Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include GKIDS-R, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSGT, and state writing assessments in grades 3, 5, 8, and 11.

Need for Striving Reader Grant: Due to decreased funding, the instructional program has been negatively impacted. We currently have 160 days of instruction per year. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will convene the district literacy team to review the responsibilities of each team member and to ensure the individuals on the team understand the grant's goals and objectives, the contents of each school's literacy plan, and to coordinate the implementation timeline.

District Literacy Team and Responsibilities

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school level grant activities	Sandra Floyd, Principal Lyons Primary Tabatha Nobles, Principal Lyons Upper Tonawanda Irie, Principal Toombs Central Pam Sears, Principal Toombs Middle Tosha Middlebrooks, Principal Toombs High
Finances – approve grant budgets, submit completion reports and state required reports	Cheryl Metzler, Federal Programs Crystal Cody, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Kathy Milligan, Accounts Payable Clerk
Payroll – issue stipends for off contract grant training	Joy Wilkinson, Payroll Clerk
Managing school level grant activities with principals and school level literacy teams	Marcella Alexander, Instructional Coach Lyons Primary Michelle Denmark, Instructional Coach Lyons Upper Brandon Hartley, Instructional Coach Toombs Central Debra Lewis, Instructional Coach Toombs Middle Kip Hart, Instructional Coach Toombs High
Managing system level grant activities- coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Cheryl Metzler, Federal Programs
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Julie Spivey, Technology Director
Special Education – coordinating requirements and managing RTI strategies	Sabrina Woodruff – Special Education Director Marissa Morris – Special Education Instructional Coach

Implementation Timeline

February – May 2014	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2014	Plan monthly professional learning for 2014-2015 and submit annual grant report
June – July 2014	Install technology in classrooms and content area teachers attend summer grant institute
August 2014	Conduct training on new technology
January 2015	Mid-year literacy conference update
January – June 2015	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10-2-13 to discuss the Striving Reader Grant, the needs assessment process, and "The Why", "The What", and "The How" documents. The system literacy team met frequently throughout the grant process. The system literacy team met on 10-25-13, 11-7-13, 11-15-13, 11-22-13, 12-2-13, and 12-9-13 to review each section of the grant application and to give feedback for further review and possible revision. The system literacy team will continue to meet regularly to continue grant implementation planning, so we will be ready to move forward once the grant is awarded.

The school literacy teams have been active and involved in the grant needs assessment and development of the literacy plans. Each school was given time to complete the literacy needs assessment on curriculum, professional learning, and technology. The school teams began working on their literacy plans based on the needs assessment results. The school literacy teams met with all stakeholders to review the literacy plan, as well as other sections of the grant for review and revision. The school literacy teams will continue on-going planning for implementation of the grant.

Experience of the Applicant

The Toombs County School System has implemented various instructional initiatives aimed at improving student achievement. Our goal is to graduate all students skilled for success in higher education endeavors or in the 21st Century workplace.

Initiatives

Initiative	Grades	Status	Outside Funding
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	Yes
CCGPS Unit Development	K-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe's School Renovation Grant	PK-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Current	No
Measures of Academic Progress (MAP) Testing	3-8	Past	No
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction – SRA Reading Mastery	K-8	Current	No
Instructional Coaches	K-12	Current	No
21st Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation	PK-12	Current	Yes

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY10	**None**	**N/A**
FY11	**None**	**N/A**
FY12	**None**	**N/A**

Coordination of Resources and Control for Spending

One of the benefits of being a small school system is that you wear many hats and know all stakeholders well. The Toombs County School System has a proven track record of being fiscally responsible. Toombs County has a long history of successful implementation of multiple federal, state, internal initiatives, and private grants. Our stakeholders are acutely aware of making savvy decisions across programs to meet the needs of our students and to achieve system goals. Pooling resources to meet needs is a way of life in Toombs County. The community reinforces the initiatives implemented in the system because they support our mission and goals.

Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

Internal Initiatives Implemented Without Outside Funding Support

There are several initiatives implemented in Toombs County Schools without outside funding support. Measures of Academic Progress (MAP) testing was implemented because we desired a measure for academic growth for students who do not participate in the state testing program. This has remained a priority in our system, so funds from Title I and Special Education support this initiative. Ongoing support for the implementation of direct instruction is sustained by on-site coaching from J/P Associates and funded by state funds, Title I, and Special Education. Another on-going system initiative is site based instructional coaches. The coaches are funded through Special Education, Title I, and Title IIA.

School History and Demographics

Lyons Primary School (LPS) is a small, public school located in rural, southeast Georgia that serves students in Pre-kindergarten through grade two. It first opened its doors in the fall of 1954 serving only grades one through seven. Prior to this, elementary students in Toombs County attended small, isolated, community schools located close to their homes and only traveled a few minutes to school. However, when Lyons Primary opened in town and its sister school, Toombs Central, opened twelve miles away in the county, travel became an issue for students in the Lyons Primary district. Due to the current geographical size of the county, many Lyons Primary School students have daily bus rides that last almost an hour. This means that many of our students board the bus close to 6:00 am and return home, after a full day of instruction, at almost 5:00 pm.

Currently, Lyons Primary School serves 630 students and, according to state reporting, has a 100% poverty rate. This statistic has steadily increased for the past several years, but even 10 years ago was close to 75%. Our average class size hovers around 19 to 20 students every year with fluctuations from grade to grade depending on yearly enrollment, but we generally maintain larger classes. Current school demographics show that our student population is made up of 158 Black (25%), 253 White (40%), 1 Alaskan Native (<1%), 179 Hispanic (28%), and 39 Multi-racial (6%) students. As evidenced by the fact that there are currently 57 students who qualify for migrant services, LPS is host to many families who are transient throughout the school year. This means that many of our students enter and leave our school at various times all year long.

Administrative and Teacher Leadership Team

The Lyons Primary School Leadership Team is made up of the principal, Mrs. Sandra Floyd, and the assistant principal, Dr. Roseanne Phillips, as well as the instructional coach and representatives from each grade, the special education department, and auxiliary staff. The team meets monthly to discuss characteristics and best practices of leaders, school concerns, effective instructional practices, school wide issues, stakeholder involvement, and student data.

The members of this team are representative of the school as a whole and have the responsibility of providing a link between the Leadership Team and the school staff.

Past Instructional Initiatives

Lyons Primary School believes that teachers must receive instructional support in order to maintain high levels of effectiveness. Therefore, over the past several years, the school has participated in numerous trainings and programs in an effort to provide teachers with the tools needed to boost student achievement and learning. All of the endeavors are research and evidence based, with some of the most recent including:

- Full-time Instructional Coach to Support All Content Areas
- Direct Instruction with Coaching and Support in Foundational Reading
- Professional Learning Communities
- Writing: Creating a School Wide Writing Plan
- Marzano's Instructional Strategies
- Standards-based Classrooms
- 6 Elements of an Effective Math Lesson
- 15 Effective Teaching Strategies
- Continuous Student Engagement: J. Antonetti
- Dr. B. Daggett: Leadership in Education
- CCGPS Training and Support: ELA and Mathematics
- GPS Training and Support: Science and Social Studies
- MAP: Measures of Academic Progress
- R. Payne: Poverty Awareness
- Differentiated Instruction
- PBIS: Positive Behavior Intervention and Support
- Response to Intervention
- Co-Teaching Training and Support

Current Instructional Initiatives

All teachers are expected to implement and maintain the effective practices and strategies learned through previous and current trainings. In addition, our Instructional Coach acts as a liaison between these initiatives and classroom practice. The instructional coach, along with

the principal and assistant principal, monitors daily instruction and provides feedback and targeted assistance designed to enhance and support the instructional capacity of teachers. Currently, in addition to maintaining effective practices from past initiatives, teachers are involved in the following professional learning:

- TKES
- Embedded Instructional Support via the Instructional Coach
- Regularly Scheduled Collaborative PLT Meetings
- Thinking Maps
- Continued CCGPS Training and Support: ELA and Mathematics
- Continued GPS Training and Support: Science and Social Studies
- Assessment Literacy
- Technology Supports: Use of interactive whiteboards, document cameras, and scanners
- Writing Instruction and Assessment

Professional Learning Needs

Through the needs assessment process, several professional learning needs were identified at Lyons Primary School. Additional training is needed to support implementation of the Common Core Georgia Performance Standards with an emphasis on integrating writing, instructional technology, and literacy across the curriculum. We are also in need of universal screeners and ongoing assessments for all grade levels which will give us specific information about students' skills while providing the data needed to make informed decisions about the learning and instruction for all students.

Need for a Striving Readers Project

For the fourth year in a row, due to economic constraints, Lyons Primary has operated on a reduced budget and with only 160 instructional days. In 2010, the school calendar was reduced from 180 instructional days to 160 instructional days in an effort to decrease operating costs thereby preserving funds to be used to directly affect student learning. Combined with the school's 100% poverty rate, the fact that the county unemployment rate of 11.7% is higher than the state average of 8.7% indicates that students are coming to school already at a

disadvantage. Also, placement test results and MAP scores identify more and more students who are below grade level. Additionally, we have determined annually that at least 20% - 30% of students at each grade level qualify for EIP services due to being below grade level in reading, as indicated by the results of EIP checklists. We believe that all students can learn and we strive daily to provide effective instruction that will enable our students to succeed academically. Even though Lyons Primary School was recognized as a Title I Distinguished School for many years and our failure rate decreased as we made gains in the number of students meeting grade level expectations, we did not have an increase in the number of students who exceeded. Similarly, when reviewing our MAP data, we notice numbers of students making progress, but are aware that many of our at risk students are still not meeting grade level requirements. Similarly, even though we are seeing growth across the board in some areas, students who are already exceeding grade level expectations are not showing the expected growth or meeting their growth targets. The information gleaned from our achievement data, coupled with our dire economic climate, indicates a need for a school wide literacy initiative that will afford students and teachers the skills needed for success. We strongly believe that the Striving Readers Project would help us focus our efforts on literacy across all content areas, provide for systematic reading and writing instruction and assessments, and allow for needed training and resources that would result in increased achievement for all students and an increased instructional capacity for all teachers and staff.

Building Block 1. Engaged Leadership

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

Planning
School leadership will:

- study research-based guidelines, strategies, and resources for literacy instruction set forth in "The Why" document of the most current iteration of the Georgia Literacy Plan.
- participate in professional learning in literacy leadership in order to support classroom instruction.
- schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of instructional strategies.
- be strategic about assigning teachers non-academic duties and scheduling activities during planning times.
- schedule protected time for literacy and teacher collaboration.

Implementing
School leadership will:

- continue to provide literacy training and data-based professional learning which addresses student and teacher need.
- continue to provide job-embedded professional learning through the use of a school-based Instructional Coach.
- provide time and support for staff to participate in peer-mentoring, professional learning communities.
- conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.

Expanding
School leadership will:

- ensure continued excellence in professional learning by continuing to analyze data and adjust professional learning accordingly.
- continue to analyze student data and adjust professional learning as identified through the data.

Sustaining
School leadership will:

- ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources.
- develop a continuum of leaders by identifying and training staff members to act as teacher leaders.
- make hiring decisions based on the goals outlined in the LPS literacy plan and the School Improvement Plan.

B. Action: Organize a Literacy Leadership Team

Planning
The literacy team, led by the administrator will:

- identify team members, which will include representation from all stakeholder groups (administrator, instructional coach, one teacher from each content area and grade level, non-certified personnel, counselor, community leader, and parent).
- create a shared literacy vision for the school and community aligned with the state literacy plan.
- evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement (e.g. Literacy Instruction Observation Checklist).
- determine what data needs to be reviewed in order to make informed decisions.
- determine what additional assessments are needed to provide adequate data for decision-making.

Implementing
The literacy team, led by the administrator will:

- act as school leader to communicate the purpose and goals of the LPS Literacy Plan to the staff and other stakeholders.
- ensure the use of research-based practices aligned with CCGPS through walkthroughs and PLTs.
- meet regularly to review school-wide literacy practices and data from student assessment and walkthroughs.
- ensure that, as well as knowing and understanding the goals defined in the LPS Literacy Plan, stakeholders also know and understand their roles in meeting these goals.
- provide professional learning and support for staff to ensure that they are equipped to carry out the directives of the literacy plan.
- plan for on-going data collection and analysis to inform program development and improvement.

Expanding
The literacy team, led by the administrator will:

- revise the School Improvement Plan, as needed, to align with the goals of the LPS literacy plan.
- revise the School Improvement Plan, as needed, based on student achievement data.
- plan professional learning opportunities that address needs as determined by the review of school data.
- identify and allocate additional funding sources to support literacy.
- utilize literacy team or designees to assist in administering assessments.

Sustaining
The literacy team, led by the administrator will:

- continue to analyze student assessment data in order to refine literacy goals.
- remain focused on the goals and objectives of the School Improvement Plan and Literacy

Plan.

- continue to motivate staff to be productive and focused on student achievement.
- encourage and foster strong leadership within the school and each grade level and team.
- identify and allocate additional funding sources to support and sustain literacy.
- inform the public and interested parties of school needs and successes in order to build and sustain continued support.

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

Planning

To maximize use of time and personnel, we will:

- ensure that schedules include a protected block of time dedicated to literacy instruction in which all students receive at least 60 minutes of small, ability-grouped instruction with additional time set aside for grade-level instruction so that the entire allocation is at least 90 - 120 minutes.
- study flexible scheduling options and ensure that additional time for intervention is allocated daily.
- ensure that literacy instruction occurs in all content areas.
- identify and protect increased time for collaborative planning teams (within and across content areas) (increase from the current 35 minutes).
- identify and eliminate inefficient use of student and faculty time within the schedule.
- protect and maximize instructional time daily.
- establish protocols for collaborative planning meetings that guide collaborative planning (e.g. agendas and action summaries).
- establish protocols for collaborative planning meetings that guide collaborative examination of student work/data (e.g. Looking at Student Work website).

Implementing

To maximize use of time and personnel, we will:

- continue to schedule and monitor grade level, collaborative planning meetings that occur weekly.
- continue to schedule and monitor content area, collaborative planning meetings that meet monthly and include all grade levels.
- implement and monitor protocols for team meetings that guide collaborative planning.
- implement and monitor protocols for collaborative planning meetings that guide collaborative examination of student work/data.
- utilize available resources for maximizing use of time in the existing schedule (e.g. Reading.org and Mass2020. Org websites).

Expanding

To maximize use of time and personnel, we will:

- identify and use effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- analyze lessons and share effective instructional strategies by conducting and reflecting on peer observations.

- analyze student data to determine where instructional adjustments are needed.

Sustaining
To maximize use of time and personnel, we will:

- use technology to provide professional learning to new and veteran teachers.
- review and share professional learning at team and staff meetings.
- use technology to collaborate with TCES and LUES.
- promote school awareness by sharing LPS success stories in the community, through our school and district website, school newspaper, and local media.

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.

Planning
We will:

- evaluate the school culture and current practices by surveying strengths and needs for improvement.
- analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
- study and share current research on disciplinary literacy in the content areas.
- plan targeted, sustained professional learning that ensures that teachers in all content areas have a deep understanding of literacy instruction as articulated in the Common Core Performance Standards.
- select or develop a walk-through and/or observation form to monitor and ensure consistency of effective instructional practices.
- ensure consistent use of effective instructional practices that include disciplinary literacy, literacy strategies, and active student engagement across content areas by using the selected monitoring tool.

Implementing
We will:

- utilize all staff to support literacy instruction.
- provide professional learning to develop the understanding that a comprehensive system of learning supports differ from a case-by-case, fragmented approach.
- establish a work group that focuses specifically on how learning supports are used including all major resources (e.g., school counselor, nurse, social worker, attendance, health educators, special education staff, after-school program staff, Title I coordinator, safe and drug free school staff, classroom teachers, non-certified staff).

Expanding
We will:

- develop and maintain infrastructure to support literacy (accountability, data collection and evaluations).
- develop strategies for maintaining momentum and progress of a learning support system.

Sustaining
We will:

- maintain a focus on literacy development.
- provide a literacy resource room for parents and caregivers in the school.
- provide parents and caregivers with links to websites that provide resources to strengthen literacy.
- include academic supports such as tutoring, extended learning opportunities, summer programs, and after-school programs.

E. Action: Optimize literacy instruction across all content areas

Planning
To optimize literacy instruction across all content areas, we will:
Planning

- identify research-based strategies and appropriate resources to support student learning of the CCGPS, as well as for differentiated instruction through tiered tasks.
- create a plan to integrate literacy in all subjects as articulated within CCGPS.
- provide professional learning on:
  - Incorporating the use of literature in content areas.
  - Use of informational text in language arts classes.
  - Writing instruction (narrative, opinion, and informational) in all subject areas.
  - Text complexity that is appropriate to grade level.
  - Text complexity that is adjusted to the needs of individual students.
  - Guiding students to conduct short research projects that are grade-level appropriate
- develop a systematic procedure for teaching academic vocabulary in all subjects (e.g., http//www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf).

Implementing
To optimize literacy instruction across all content areas, we will:

- ensure the use of research based strategies and appropriate resources to support student learning of the CCGPS.
- ensure that writing is an integral part of daily lessons in all content areas by providing grade/content specific strategies.
- ensure instruction and opportunities for writing opinion pieces, informative/explanatory text, and narratives that reflect grade level expectations for each (informal and formal).
- support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
- implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.
- provide teachers with resources that enable them to provide a variety and choice in reading materials and writing topics.
- ensure that teachers provide meaningful opportunities for students to write, speak, and

listen.
- continue to provide training and resources for teachers of ELs on WIDA (World-Class Instructional Design and Assessment) standards.
- implement and monitor a systematic procedure for teaching academic vocabulary in all subjects (e.g., http//www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf).

Expanding

To optimize literacy instruction across all content areas, we will:

- identify skills or knowledge that needs to be strengthened for students to reach standards proficiency.
- monitor literacy instruction across the curriculum through:
  - Formal and informal observations.
  - Lesson plans.
  - Walkthroughs.
  - Student work samples.
- share ways for teachers to guide students to focus on their own improvement.
- encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- encourage teachers to identify common themes where possible, across subject area, immersing students in content vocabulary connected to shared topics.

Sustaining

To optimize literacy instruction across all content areas, we will:

- discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS.
- use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
- differentiate literacy assignments by offering student choice. (http://daretodifferentiate.wikispaces.com/Choice+Boards)
- continue to analyze student data to identify areas of student need.
- continue to provide support to teachers of ELs through training conducted on WIDA standards and through the use of EL resource teachers.

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.

Planning

To enlist the community at large to support schools and teachers, we will:

- identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programs such as The Boys & Girls Club of Lyons, 21st Century After School Program, etc.).
- create a shared vision for literacy for the school and community, making the vision tangible and visible.

Implementing

To enlist the community at large to support schools and teachers, we will:

- communicate with learning supports in the community to provide information to guide targeted assistance for students.
- involve community members in special events involving literacy.
- enlist members of various participating entities to provide leadership by:
  - visiting the school and/or classrooms to speak to students about literacy.
  - publicizing efforts within the community.
  - providing funding support to meet specified needs at LPS.

Expanding

To enlist the community at large to support schools and teachers, we will:

- actively support teachers in their efforts in schools.
- investigate similar efforts in other communities which have demonstrated success.
- evaluate the effectiveness of after-school tutoring programs and partner with them to meet the needs of all students.
- utilize social media to communicate and promote the goals of literacy throughout the community at large.
- periodically review the effectiveness of the school's literacy vision.

Sustaining

To enlist the community at large to support schools and teachers, we will:

- celebrate academic successes publically through traditional and online media.
- continue to focus proactively on broad issues that may prevent students from learning.
- pursue additional funding sources to support the LPS literacy plan and goals.
- foster relationships among schools, postsecondary education institutions, the workforce, families, and communities.
- continue to invite past alumni and community leaders to speak at special literacy events to emphasize the importance of literacy and education (Pro Football Player Nick Eason, Senator Tommy Williams, Mayor Willis NeeSmith, etc.).

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.).

Planning

To ensure a consistent literacy focus across the curriculum, we will:

- foster an expectation of shared responsibility for literacy across the curriculum.
- design infrastructure for shared responsibility for development of literacy across the curriculum.
- provide scheduled times for meetings.
- establish protocols and expectations that guide the work of the teams.

Implementing

To ensure a consistent literacy focus across the curriculum, we will:

- plan and implement lessons that address the literacy needs of students.
- meet in disciplinary teams for collaborative planning and examining student data/work.
- use protocols to guide the examination of student work.
- conduct peer-observations of exemplary literacy lesson; plan resources, and implement strategies.

Expanding

To ensure a consistent literacy focus across the curriculum, we will:

- research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- study formative student assessment results and use the results to continue to adjust instruction.
- assess effectiveness of team actions on student learning.
- provide opportunities for teachers to share feedback and next steps as related to peer-observations.

Sustaining

To ensure a consistent literacy focus across the curriculum, we will:

- utilize online options to provide ongoing professional learning to new and continuing teachers.
- share professional learning online and at team and staff meetings.
- encourage teachers to share stories of success in the community and through school and teacher websites.

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

Planning

To support teachers in providing literacy instruction across the curriculum, we will:

- provide awareness sessions for entire faculty to learn about CCGPS for literacy in all content areas.
- identify the concepts and skills students needed to meet expectations in CCGPS.
- study research-based strategies and resources found in "The Why" document.
  - Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension.
  - Acquiring knowledge, enhancing understanding, and constructing meaning.
  - Building comprehension skills.
  - Motivation, varying degrees of instruction in reading in order to improve their reading abilities.

- Reading Next (Biancarosa & Snow, 2004)

- study the English language proficiency standards resources, strategies, technologies, and accommodations for ELs.
- identify and plan direct, explicit instructional strategies to teach vocabulary and background knowledge needed by students for each subject area. http://www.myread.org/explicit.htm.
- provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
- study a variety of strategies for incorporating writing in all content areas. (http://apps.educationnorthwest.org/traits/lessonplans.php)
- Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing

To support teachers in providing literacy instruction across the curriculum, we will:

- use research-based strategies and appropriate resources, such as from "The Why" document, to support student learning of the CCGPS.
- integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
- teach academic vocabulary in all subjects using a commonly adopted, systematic procedure (e.g., http//www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf).
- infuse all types of literacy throughout the day (e.g., print, online, wikis, social media).
- provide variety and choice in the types, media and genre of both reading and writing assignments.
- coach, model, co-teach, observe, and give feedback to teachers through the use of an instructional coach.
- implement appropriate strategies to help ELs meet proficiency standards.
- make writing a required part of every class, using technology where possible.

Expanding

To support teachers in providing literacy instruction across the curriculum, we will:

- identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
- monitor the use of instructional strategies to improve literacy through formal and informal observations.
- share exemplary artifacts with students in order to model features of quality writing.
- provide opportunities for students to experience a variety of genres in order to improve fluency, confidence, and understanding.
- provide opportunities for students to develop content vocabulary connected across subjects.
- integrate appropriate comprehension strategies into instruction in all subject areas.
- share creative ideas to infuse literacy throughout the day.

Sustaining

To support teachers in providing literacy instruction across the curriculum, we will:

- continue to research additional or alternative instructional strategies or modifications that may better facilitate student mastery of the CCGPS.
- continue to research additional or alternative instructional strategies or modifications that may better facilitate EL student mastery of English language proficiency standards.
- continue to learn effective strategies for literacy instruction.
- differentiate assignments by offering student choice. (http://daretodifferentiate.wikispaces.com/Choice+Boards)
- plan a literacy celebration for the entire school.

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

Planning

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- continue to utilize and develop avenues of communication (both virtual and face-to-face) with key personnel in out-of school organizations as well as governmental agencies that support students and families.
- ensure the instructional coach continues to plan for and manage transitions for all students.
- review and revise existing stakeholder needs assessment survey to ensure that it assists in identifying actual needs and matching resources to those identified.
- evaluate all funding sources to determine what can be leveraged to support literacy efforts.
- ensure that all appropriate stakeholders participate in critical planning and decision-making activities.
- communicate with out-of-school organizations (e.g., 21st Century After School Program, Boys and Girls Club of Lyons) to support their efforts.

Implementing

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming such as 21st Century After School Program, the Boys & Girls Club of Lyons).
- incorporate technologies to more creatively and effectively support stakeholder engagement.
- utilize all staff to support literacy instruction.
- continue to translate school documents into other languages to assist parents.
- continue to incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both face-to-face and through the use of local media.

Expanding

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations).
- evaluate the effectiveness of after-school tutoring programs using pre-and post-testing as well as progress monitoring assessments.
- develop strategies for maintaining momentum and progress of a learning support system.
- provide for professional learning and resources that support literacy learning in outside organizations.

Sustaining

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- maintain a focus on literacy development even when faced with competing initiatives (fiscal and instructional).
- continue to focus proactively on broad issues that may prevent students from learning.
- pursue additional funding sources for specialized literacy staff and materials.
- include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school academies to enhance literacy learning.

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.

Planning

To establish an infrastructure for ongoing formative and summative assessments, we will:

- research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels and/or base line data for all students.
- ensure that teachers understand the purpose for and the use of formative assessment and how it differs from summative assessments.
- develop procedures and expectations for staff to analyze assessment results.
- identify and purchase assessment and intervention materials aligned with student needs.
- identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording.
- develop an assessment calendar based on local, state, and program guidelines including timeline for administration and persons responsible.
- develop a data collection plan for storing, analyzing, and disseminating assessment results.

Implementing

To establish an infrastructure for ongoing formative and summative assessments, we will:

- administer assessments, input, and analyze data according to the established timeline.
- provide timely, descriptive feedback to students with opportunities to assess their own learning.
- evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
- use screening progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- upgrade technology infrastructure to support assessment administration and dissemination of results.
- provide consistent expectations across classrooms and teachers by identifying or developing common curriculum based assessments.

Expanding

To establish an infrastructure for ongoing formative and summative assessments, we will:

- designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.

- analyze student data in teacher teams to develop and adjust instructional plans.
- share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining

To establish an infrastructure for ongoing formative and summative assessments, we will:

- review, revise, and adhere to yearly assessment calendar based on local, state, and program guidelines including timeline for administration and persons responsible.
- maintain procedures and expectations for staff to analyze assessment results.
- adhere to the data collection plan for storing, analyzing, and disseminating assessment results.
- continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
- continue to purchase assessment and intervention materials aligned with students' needs.
- use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording.

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

Planning

To use universal screening and progress monitoring for formative assessment, we will:

- identify literacy skills needed to master CCGPS in each content area.
- obtain effective universal screening to measure literacy competencies for all students across the curriculum.
- review effectiveness of current progress monitoring tools.

Implementing

To use universal screening and progress monitoring for formative assessment, we will:

- develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible.
- administer assessments and input data according to the established timeline.

Expanding

To use universal screening and progress monitoring for formative assessment, we will:

- assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines.
- analyze student data in teacher teams to develop and adjust instructional plans.
- share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining

To use universal screening and progress monitoring for formative assessment, we will:

- provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
- acknowledge staff's efforts to improve their use of assessment data to inform instruction.
- make data-driven budget decisions aligned with literacy as a priority.

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

Planning

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- develop protocol that ensures students who are identified by screenings receive diagnostic assessment.
- identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
- select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Implementing

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- administer diagnostic assessments, where possible and needed, that isolate the component skills needed for mastery of literacy standards.
- use results of the diagnostics for student placement within an intervention and to adjust instruction.
- 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; translate material into student's first language when needed; support students with disabilities).

Expanding

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
- share relevant student progress data with families in an easily interpreted format.
- use technology for communicating data to the district literacy leadership team in a timely manner.

Sustaining

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- recognize and celebrate individual student's incremental improvements toward reaching literacy goals.
- recognize and celebrate the school's progress toward its literacy goals.
- maintain the use of diagnostic tools that isolate the component skills needed for mastery of literacy standards.

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

Planning

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- evaluate the capacity of technology infrastructure to support test administration and disseminate results.
- analyze assessment data to identify teachers who need support.

Implementing

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- use assessment data to assist teachers and students in setting learning goals.
- upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results.
- administer summative assessments at scheduled intervals.
- review assessment results in order to identify needed program and instructional adjustments.
- during collaborative team meetings, focus discussions on changes that can be made to improve the instructional program for all students.

Expanding

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.
- apply protocols for analyzing student assessments and evaluating student progress.
- disaggregate data to ensure the progress of subgroups.
- share and analyze student work samples as a way to inform instruction during collaborative planning.
- plan lessons, re-teaching, and intervention activities that target areas of need.

Sustaining

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- based on analysis of summative assessment data, continually:
  - evaluate the effectiveness of programs and policies.
  - redefine school improvement goals.
  - adjust curriculum alignment to eliminate gaps.
  - ensure that students are appropriately placed in specific programs.
- recognize and celebrate individual student's significant improvements and attaining

designated standards of achievement (e.g., My Big Campus, school website, local media, school-wide events).

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

Planning

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- identify participants for data teams and for specific grade bands.
- develop a protocol for making instructional decisions based on the needs of students.
- develop procedures and expectations for staff to review and analyze assessment results.
- plan for data team meetings that occur on a regular basis.

Implementing

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- communicate the expectations for meetings.
- train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.

Expanding

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- review protocols for meetings and ensure fidelity of use.
- evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

Sustaining

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- continue to build collaborative data meetings into the monthly calendar.
- ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

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

Planning

To provide direct, explicit literacy instruction for all students, we will:

- 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.
- examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension).
- compile and examine classroom observation data to identify, monitor, and gauge

effective literacy instruction.
- plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area.
- plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing

To provide direct, explicit literacy instruction for all students, we will:

- provide training to all pertinent staff in the use of the core program.
- provide professional learning on the tenets of explicit instruction:
  - 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 a 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.
- ensure a a daily literacy block that includes explicit instruction in word identification, vocabulary, and comprehension.
- ensure small, flexible grouping is used as a strategy to support differentiation for all students.

Expanding

To provide direct, explicit literacy instruction for all students, we will:

- review teacher and student data to improve instruction.
- share effective differentiated lessons and differentiation strategies in teacher team meetings.
- provide instructional and assessment accommodations/adaptations/support for English language learners according to their English proficiency levels.
- provide instructional and assessment accommodations/adaptations/support for students with disabilities according to their needs and talents (this includes gifted students).

Sustaining

To provide direct, explicit literacy instruction for all students, we will:

- continue analyzing data to determine the impact of teaching strategies on student achievement.
- continue to provide ongoing training to all pertinent and new staff in the use of the core program.
- provide support to new teachers on differentiated instruction for all learners.
- provide support and training for new teachers on how to effectively meet the needs of ELs and SWD, as well as for all students.

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

Planning

Interest and engagement will be maintained by:

- providing professional learning on the use of student engagement strategies.
- enabling teachers to understand the need for 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 access to texts that students consider interesting.
  - increasing opportunities for collaborating with peers.
  - leveraging the creative use of technology within the learning process to promote engagement and relevance.
  - scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy.

Implementing:

Interest and engagement will be maintained by:

- monitoring use of student engagement strategies through classroom walkthroughs.
- encouraging participation in incentive programs that:
  - are voluntary and not required.
  - are not tied to grades.
  - have minimal incentives and are connected to reading, such as books.
  - used with students who are unmotivated to read rather than with those who are already excited about reading.

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

Planning

To ensure that students receive effective writing instruction across the curriculum, we will:

- design a vertically and horizontally articulated writing plan consistent with CCGPS.
- develop or identify the programs, protocol, and/or other materials necessary to implement the plan.
- develop a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice.
- provide professional learning on best practices in writing instruction in all subject areas.
- create a plan that describes how technology will be used for production, publishing, and communication across the curriculum.

Implementing

To ensure that students receive effective writing instruction across the curriculum, we will:

- gather baseline and longitudinal data showing student performance in writing based on

common rubrics and writing samples in all grades.
- implement the coordinated plan for writing instruction across all subject areas that includes:
  - Explicit instruction.
  - Guided practice.
  - Independent practice.

Expanding:
To ensure that students receive effective writing instruction across the curriculum, we will:

- require that technology be used for production, publishing, and communication across the curriculum.
- review and analyze data about writing performance to determine effectiveness of writing plan.
- provide professional learning on best practices in writing instruction in all subject areas.

Sustaining:
To ensure that students receive effective writing instruction across the curriculum, we will:

- continue to provide professional learning on best practices in writing instruction in all subject areas.
- continue reviewing and revising the implementation of the writing plan.

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.).

Planning

- Determine percentage of students currently begin served at each tier in each grade level in order to evaluate the efficacy of instruction at each tier.
- Review protocols for identifying students and matching them to the appropriate intervention.
- Continue to frequently monitor interventions to ensure they occur regularly and with fidelity.
- Continue to analyze formative assessment results to determine whether or not students are progressing and if instruction needs to be adjusted.

Implementing

- Purchase, schedule, train providers and implement data collection.
- Analyze data for individuals to identify students in need of intervention according to established protocols.
- Monitor to ensure that interventions are occurring regularly and with fidelity.
- Monitor results of formative assessment to ensure students are progressing.

Expanding

- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to intervention.
- Schedule grade-level data-analysis team meetings.
- Provide support of the process.
- Develop process monitoring the implementation of research-based interventions at the building level and across the system.

Sustaining

- Use the Georgia Department of Education problem-solving checklist to evaluate:
  - Personnel providing interventions.
  - The ease with which students move between tiers.
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for interventions.

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

Planning

- Examine student data to determine the current percentage of successful students in the areas of literacy.
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
- Examine student data to focus on instructional areas of greatest need.
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist.
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.
- Provide professional learning on DIBELS Next, IPI, and SRI, as needed.
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
- Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes.
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
- Use 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.
- Provide professional learning to promote literacy.

Expanding

- Monitor teachers' effective questioning and feedback skills.
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
- Monitor the planning, delivery, and assessment for students with special learning needs.
- Support teachers' effective use of time through use of technology during each stage of the process.

Sustaining

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers.
- Ensure that communication between teachers and administrators is ongoing and effective.

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

Planning

- 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.
- Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists.
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
- 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.

Implementing

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).

Expanding

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
- Ensure adequate time for planning and implementing interventions.
- Monitor student movement between T1 and T2.
- Provide sufficient resources (time, training cost, materials and implementation of interventions).

Sustaining

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Document data points to monitor student response to intervention.
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers.
- Use technology to track and endure the movement of students between T1 and T2 based on response to intervention.

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

Planning

- In addition to all services provided at TI and T 2, data teams 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.

Implementing

- Tier 2 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.
- T3 SST/data teams follow established protocol to determine specific nature of lack of progress.

Expanding

- Teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Data points are documented to monitor student response to daily intervention.
- Ensure that T3 includes proven interventions that address behavior.

Sustaining

- 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.

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.

Planning

- School schedules are developed to ensure least restrictive environment.
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
- Assign a case manager to each student with an IEP so that communication with student and parents is seamless.

Implementing

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

Expanding

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College Readiness Anchor Standards.
- Special Education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

Sustaining

- Student data supports the exit of students from T4.
- 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.

Building Block 6. Improved Instruction through Professional Learning

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

Planning

- Revise teacher preparation and training to include disciplinary literacy for pre-service teachers in all subject areas.

Implementing

- Enlist support from local colleges to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.
- Provide professional learning, where necessary, for postsecondary faculty.
- Provide job-embedded professional learning through the on-site instructional coach.

Expanding

- Continue to monitor and support new staff with targeted assistance.

Sustaining

- Continue to provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions.

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

Planning

- Continue to schedule and protect time during the school day for teachers to collaboratively plan, analyze data, examine student work, and reflect on best practices.
- Use teacher data as well as student data to target professional learning needs.
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
- Provide training in administering and interpreting results of assessments in terms of literacy.
- Maintain an on-site instructional coach to provide job-embedded, site-based support
- Include paraprofessionals and support staff in professional learning opportunities.

Implementing

- Provide targeted professional learning on the CCGPS based on student and teacher needs.
- Meet in collaborative teams to support teachers in using literacy strategies effectively.
- 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.
- 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.

Expanding

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
- Partner experienced teachers with beginning teachers.
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff.
- Use formal and informal observations to monitor and improve literacy instruction.
- Continue program-specific professional learning each year for new and experienced teachers.
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.
- Encourage all teachers to share information learned at professional learning sessions.

Sustaining

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive vital professional learning from earlier years.
- Continue to encourage “professional talk” among staff.

Needs Assessment

a) Description of the needs assessment process,

b) Description of the types or styles of surveys used in the needs assessment process,

c) The needs assessment process included all content and ancillary teachers,

e) Data are disaggregated and identify the specific age, grade levels, or content areas in which the concern originates:

Annually, LPS employs a needs assessment process to identify misalignment between school performance and instruction, as well as to identify gaps in student achievement. By analyzing needs assessment and student achievement data, areas of concern are identified and targeted. Students, parents, teachers, administrators, community members, and other stakeholders are included in the process of gathering and sharing data. In an effort to determine the literacy needs of LPS, the Georgia Literacy Plan Needs Assessment, a system-created survey, and a school-based survey were disseminated, discussed, and completed by faculty and staff during professional learning team meetings. A total of 69 educators, which included all regular educations teachers, all special education teachers, both EL teachers, all regular education and special education paraprofessionals, our migrant education paraprofessional, our counselor, both administrators, our instructional coach and our media specialist, participated in the literacy needs assessment process. Survey results and discussion notes were analyzed and shared with the LPS Leadership Team. As the results were reviewed, the team noted in which content area and /or grade levels the concerns originated and identified the specific areas of need.

f) Areas of concern as they relate to the research-based practices found in the "What" document with steps the school has or has not taken to address the problem(s):

Analysis of the data collected during the literacy needs assessment process indicated that:

- teachers do not have confidence in the core reading program used at LPS. Longitudinal data supports the use of SRA Reading Mastery for decoding, but we do not feel we've collected sufficient data to determine whether or not our instructional units are effective in supporting student achievement. Discussions with professional learning teams indicate that most teachers would benefit from additional training focusing on the execution of a core program and how it ties into the ELA CCGPS and our literacy initiative. We believe we have the beginnings of a plan in place, but need to shore up weaknesses that will become more evident through the use of universal screeners and systematic assessment efforts.
- there is an expectation of consistency within/across grade levels in best teaching practices that reflect knowledge of current research. Continued monitoring, training, and support are needed to ensure fidelity to best teaching practices school-wide.
- LPS gives a high priority to literacy instruction and includes a 120 minute reading block for all students, but realizes that additional time would be beneficial.
- grade level transitions are discussed among schools and more consideration is being given to transitions from school to school, but a additional emphasis and attention will streamline instruction.
- even though there is an RTI process, additional focus and support must be given to meeting the literacy needs of all students through the acquisition of leveled texts and other resources and strategies.
- many teachers feel confident in their ability to provide literacy instruction, but would like additional training and support.

- most teachers indicated that they feel they do not have the needed resources in their classroom to meet the needs of all students (technology such as computers or tablets, computer software or subscriptions, leveled reading material in a variety of genres, consumable supplies such as writing materials, etc.)

By analyzing our most recent MAP data, it is evident that pockets of students at each grade level continue to need focused, remedial support in phonemic awareness, phonics, fluency, vocabulary, and comprehension that is in addition to the instruction provided by our core reading program. We feel this indicates a definite need for a prioritized plan for implementing literacy instruction in ELA and across the curriculum, as well as for systematic protocols for identifying student need and providing the targeted assistance needed.

c) Defines the root or underlying causes of the areas of concern found in the needs assessment

After reviewing the results of the literacy needs assessment, reflecting on discussions in PLTs and reflecting on prior and current practices, the leadership team identified the following areas of concern.

- Lack of instructional resources - due to decreased budgets and tough financial times, our teachers, classrooms, and media center are operating with less and less. Teachers are spending much of their own money to fund classroom activities and purchase additional materials and resources. For example, 25 LPS teachers used personal funds to purchase portable scanner and 5 teachers used personal funds to buy their own Mobi (Mobile Interactive Whiteboard) for use in their classroom and to share with peer

teachers. Funding for additional resources would provide educators with the resources needed for effective instruction.

- Reduced number of instructional days - Our shorter calendar has forced teachers to adjust planning and instruction so that state units that were designed to be taught in 180 days can be completed in 160 instructional days. This severely limits the time given to remediation and enrichment.
- Limited assessment data - targeted, specific assessment data would allow us to more precisely diagnose the needs of individual students and of subgroups of students. This would enable us to more provide more prescriptive instruction and interventions.
- Limited amount of leveled reading material - research shows that students need to be provided with opportunities to read at their level and across a variety of genres. In order to provide these opportunities, we must equip our classrooms with a variety of reading materials at all appropriate levels.
- Limited technology - increasing the availability and amount of technology will assist teachers in promoting technological skills and student engagement.
- Poverty - students are coming to school lacking adequate background knowledge and vocabulary development.
- Need for additional training - teacher need continued professional learning and support in best educational practices.
- Insufficient planning time to prepare for instruction and participate in collaborative team meetings - teacher planning time

- Teacher turnover - Due to various reasons such as retirement, major illness, and other factors, we have experienced a high instance of teacher turn-over. For each of the past 5 years, we have replaced at least one third of our staff. Sometimes this meant hiring new teachers and sometimes it meant moving teachers from one grade to another to fill vacancies. As a result, we are continually repeating training or trying to match training to teachers as a way to fill gaps.

Each of these factors affects student achievement and literacy development at LPS. We believe that the funding provided by the Striving Readers Comprehensive Literacy Grant would help patch some of these weak areas and enable us to move forward with a strong, cohesive plan for strengthening literacy at Lyons Primary School.

a) Assessment Overview and Process

Through the years, Lyons Primary School has had access to a wealth of data that has been used to guide instructional decision making. For several years, we disaggregated, analyzed, and reviewed data from sources that included CRCT, STEEP, local benchmarks, as well as from assessments that are still being used like MAP, GKIDs, and local placement tests. Even though we continue to have access to several sources which provide information about student achievement, we recognize the need for the development of a plan for ongoing, frequent assessments which can be used to provide diagnostic and monitoring data that direct instructional planning. We strongly believe that the Striving Readers Grant and implementation of our literacy plan would have a significant, positive impact on the amount and types of data available for our use. Currently, the following assessments are in place:

Assessment	Frequency	Purpose
Locally Developed Placement Tests	Spring, Pre-kindergarten students Spring, Kindergarten students	Screening, guides instructional decisions (placement,
GKIDS	Ongoing, Kindergarten	Diagnostic
ACCESS for EL	Yearly	Screening, Monitor Growth
AIMSweb	Weekly	Progress Monitoring at Tiers II
MAP (Measures of Academic Progress)	Fall	Growth/Progress Monitoring
Benchmark: Decoding	Monthly	Diagnostic; guides remediation
Rate & Accuracy Benchmarks	Monthly	Diagnostic; guides remediation

b) Disaggregation of Data
c) Strengths and Weaknesses as Ascribed by Data
d) Includes Data for All Teachers and Subgroups

Prior to 2012, the state mandated CRCT was administered in grades one and two. The data we received was very enlightening and beneficial and was used to determine strengths and weaknesses in our student population, to target at risk students, and to support instructional decisions about instruction and planning for support services like our after school and summer school programs. Even though we no longer administer the CRCT at LPS, looking back at our last two years of data provides valuable information about our progress toward increasing student achievement. In Reading, from 2009 through 2010, about one third of our first and second graders consistently exceeded grade level expectations and over half of each grade met theirs. In addition, in 2010, even though the failure rate did not change significantly in first grade, the second grade failure rate decreased by 6%. Similarly, in ELA, both grades significantly reduced their failure rates, with about half of all first graders meeting the grade level standard and almost three fourths meeting in second grade. We were buoyed by the drop in failure rates, but noticed that the only area that showed an increase in students exceeding was in first grade ELA in 2010. This led us to determine that even though our instruction was positively impacting portions of our at risk population, we were not providing the support necessary for students to score above 800 which indicates minimal competency or mastery of state curriculum standards.

CRCT

CRCT READING						
	2009			2010		
	DNM	M	E	DNM	M	E
1st Grade	10.5	53.8	35.7	10.1	57.0	32.9
2nd Grade	14.5	51.5	33.9	8.2	61.0	30.8

CRCT ELA						
	2009			2010		
	DNM	M	E	DNM	M	E
1st Grade	21.0	53.1	25.9	8.7	47.7	43.6
2nd Grade	16.4	70.9	12.7	9.6	73.3	17.1

Even though we did not have CRCT data to review in 2011, we did benefit from having access to MAP data for the first time. It should be noted that the CRCT and MAP are not the same type of assessments. The CRCT is a grade specific, standardized, paper-pencil test that is criterion referenced and measures how well students acquire the skills and knowledge described in the state mandated content standards for a particular subject or content area. MAP is a grade-independent, computerized, adaptive test that is norm-referenced and provides information about student progress for a particular subject or content area. Both assessments are correlated to the Georgia curriculum standards, but MAP scores are reported in Rasch units which are also called RIT scores. Even though these two assessments provide different types of reports and data, we noticed some of the same trends in MAP data that were noted in CRCT data. MAP scores showed that performance

from grade to grade was not consistent and that the percentages of students exceeding expectations were still not increasing.

MAP: Percent Meeting Spring Growth Target in Reading

	2011	2012	2013
Kindergarten	Not Tested	38.8	32.0
1st Grade	68.2	39.5	43.7
2nd Grade	30.9	33.8	27.6

MAP Reading Kindergarten:
Spring 2013 RIT Score Compared to Spring 2013 RIT Target of 158

Kindergarten by SubGroup	Total	Phonemic Aware-ness	Phonics	Concepts of Print	Vocabu-lary & Word Structure	Comprehen-sion	Writing
White	154	158	158	156	153	153	151
Black	151	153	151	151	151	149	149
MultiRacial	146	152	148	147	144	146	140
Hispanic	149	148	150	151	150	150	146
American Indian	134	141	138	131	128	136	131

MAP Reading First Grade:
Spring 2013 RIT Score Compared to Spring 2013 RIT Target of 177

First Grade by SubGroup	Total	Phonemic Aware-ness	Phonics	Concepts of Print	Vocabu-lary & Word Structure	Comprehen-sion	Writing
White	182	184	183	185	181	182	179
Black	172	174	174	174	170	170	170
MultiRacial	178	181	176	182	175	177	176
Hispanic	172	172	175	176	172	171	170
American Indian	-----	-----	-----	-----	-----	-----	-----

MAP Reading Second Grade:
READING Spring 2013 RIT Score Compared to Spring 2013 RIT Target of 190

Second Grade by SubGroup	Total	Phonemic Aware-ness	Phon-ics	Concepts of Print	Vocabu-lary & Word Structure	Comprehen-sion	Writing
White	195	194	199	195	195	194	194
Black	184	186	186	186	184	184	184
MultiRacial	189	185	189	190	188	188	191
Hispanic	186	183	186	187	189	189	185
American Indian	190	194	189	181	187	187	191

MAP: Percent Meeting or Exceeding Growth Target by Subgroup

READING 2012 – 2013			
	Kindergarten	First Grade	Second Grade
Total	**32.7**	**43.7**	**27.6**
SWD	28.5	20.0	17.0
Black	24.1	48.0	26.5
White	23.6	49.1	42.1
Hispanic	17.6	54.6	37.4
Multi-racial	57.0	53.25	25.0

Another piece of data we've found to be quite alarming is the growing number of kindergarten students not meeting grade level requirements for promotion as compared to the numbers of same students in grades one and two. The data used to make this determination includes results from the Georgia Inventory of Developing Skills (GKIDS) and our local first grade placement test. Overall, approximately 80% of kindergarten students are scoring at meets or exceeds on GKIDS, but of the 20% who do not score in this range about 50% of those students do not meet the basic requirements for promotion and are retained in kindergarten or placed in first grade.

Also, it was noted that our GKIDS writing scores are considerably lower than their scores in the areas of reading, speaking/listening, and language.

Percent of Students Not Meeting Grade Level Requirements for Promotion

	Kindergarten			1st Grade			2nd Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Total	8	7	13	2	3	2	0	2	1
SWD	2	1	5	0	0	0	0	0	0
ELL	2	3	4	0	1	0	0	1	0
Female	4	2	4	2	1	1	0	1	1
Male	4	5	9	0	2	1	0	1	0
Black	2	2	3	0	1	1	0	1	0
White	3	2	5	1	1	0	0	0	1
Hispanic	3	3	4	1	2	1	0	1	0
Multira-cial	0	0	1	0	0	0	0	0	0

GKIDS: Georgia Inventory of Developing Skills

Content Area/ Strand	% Meets/Exceeds		
ELA	**2011**	**2012**	**2013**
Reading	81.7%	84.2%	79.3%
Writing	48.5%	38.4%	54.2%
Speaking/Listening	91.4%	93.0%	81.6%
Language	Not Reported	Not Reported	76.8%
TOTAL	75.3%	77.9%	77.9%

d) **Continued: Additional Data for All Teachers**

		Administration	Support Personnel	PK-2 Teachers
Personnel	Number	1 Principal 1 Half-time Assistant Principal Total = 2	1 Instructional Coach 1 Counselor 1 Secretary 1 Records Clerk 1 Half-time Nurse 1 Half-time Media Specialist Total = 6	6 Pre-Kindergarten 9 Regular Education Kindergarten 9 Regular Education First Grade 9 Regular Education Second Grade 2 Resource Special Education 1 Pre-School Intervention Specialist 1 Half-time Pre-School Interventionist 4 Inclusion Special Education 2 Speech 1 Physical Education 1 Computer Lab 2 ELL 22 Paraprofessionals Total = 69
Race/Ethnicity	Black White Hispanic Asian Native American Multiracial	0 2 0 0 0 0	1 4 1 0 0 0	5 64 0 0 0 0
Certificate Level Excluding Para-professionals	4 Yr Bachelor's 5 Yr Master's 6 Yr Specialist's 7 Yr Doctoral Other	0 0 1 1 0	1 2 1 0 0	26 15 6 0 0
Years Experience Excluding Non-Certified	< 1 1-10 11-20 21-30 > 30 Average	0 0 0 1 1 27	0 0 1 1 1 22	1 14 15 15 2 16
Potential for Re-tirement within 5 years		1	1	6
Additional Sup-port				2 Full-time ELL Teachers 2 Part-time Gifted Teachers (2 Segments Each)

e) Teacher Retention Data

Over the past several years, LPS has experienced high teacher turnover due to major illnesses or death, family relocations, and various other reasons. Through these transitions and periods of adjustment, our administration has continued to exhibit a

high regard for student achievement and has maintained a strong staff with all teachers being highly qualified and participating in ongoing professional learning and onsite coaching. We believe that the balance of teachers with many years experience and of newly recruited teachers who possess recent college training in research based best practices is beneficial to our growth as educators.

f) Goals and Objectives

By studying our student achievement data (both formative and summative) and our needs assessment results, we determined the following goals and objectives:

GOALS	OBJECTIVES
• Develop a consistent, ongoing plan for effective assessment. • Develop a strategic plan for the use of assessment data to drive instruction. • Increase the percentage of students who score in the meets or exceeds range on all assessments. • Ensure that formative and summative assessment data drives classroom instruction and differentiation. • Provide direct, explicit reading instruction to all students. • Provide effective writing instruction to all students. • Provide effective literacy instruction in all content areas.	• Identify assessments to be administered and provide a timeline for use. • Provide ongoing professional development about specific assessments and their purposes, the assessment calendar, and use of assessment data to drive instruction and differentiation. • Continue to provide ongoing training to support effective, direct, and explicit reading instruction for all students. • Continue to provide ongoing training to support effective and explicit writing instruction for all students. • Continue to provide ongoing training to support effective literacy instruction for all students.

g) Additional District Prescribed Data

Assessment	Frequency	Purpose
Locally Developed Placement Tests	• Spring, Pre-kindergarten students • Spring, Kindergarten students	• Screening, guides instructional decisions (placement, grouping)
GKIDS	• Ongoing, Kindergarten	• Diagnostic
ACCESS for EL	• Yearly	• Screening, Monitor Growth
AIMSweb	• Weekly	• Progress Monitoring at Tiers II and III
MAP (Measures of Academic Progress)	• Fall • Spring	• Monitor Growth
Benchmark: Decoding	• Monthly	• Diagnostic; guides remediation and enrichment
Rate & Accuracy Benchmarks	• Monthly	• Diagnostic; guides remediation and enrichment

h) Teacher Participation in Professional Learning Communities or Ongoing Professional Learning

All teachers and administrators are engaged in ongoing professional development through actively participating in Professional Learning Teams which meet regularly to collaboratively plan for instruction. Content specific teams meet weekly, while vertical teams meet monthly. All team members are expected to participate in other team events that included topics such as monthly technology trainings, how to disaggregate MAP data, how to use instructional data to inform differentiation, use of the Statewide Longitudinal Data System, incorporating literacy into all content areas, and parental involvement.

In addition, LPS encourages and supports professional learning by providing teachers opportunities to attend trainings and classes held off-campus and offered by outside agencies such as RESA, GLRS, and other qualified consultants.

f) The application is inclusive of all teachers and students in the school.

a) Project goals directly related to the needs identified in the needs assessment process and review of data:

a) Goals	b) Objectives	c) Formative Measures	c) Summative Measures	h) Funding
1) In order to increase student achievement for all subgroups (with specific attention to increasing the percentage of students who meet and exceed standards), all students will receive direct, explicit instruction in the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). 2) In order to increase student achievement in all subgroups (with specific attention to increasing the percentage of students who meet and exceed standards), teachers will provide differentiation as prescribed by assessment data. 2) In order to positively affect student performance on state writing assessments, all students will receive	1) Provide additional training to support direct, explicit instruction in the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). 2) Provide additional training to support the differentiation of instruction and how to use assessment data as a prescriptive guide (The Why, pg. 37). 3) Provide additional training to support effective writing instruction in the ELA classes and support for writing in the content areas.	These practices are already in place: • Walkthrough and Observation Data and Summaries • PLT Agendas, Sign In Sheets, and Logs • DIBELS Next Progress Monitoring Results • RTI Progress Monitoring Data and Logs • Literacy Needs Assessment This practice will be implemented: • Georgia Literacy Observation Checklist	These practices are already in place: • Disaggregation of GKIDS by subject and subgroup • Disaggregation of MAP Data by subject and subgroup • Analysis of MAP Growth Targets by subject and grade These practices will be implemented: • DIBELS Next Benchmark Data • IPI (Informal Phonics Inventory)	• SRCL Grant • Title I • Title IIA • Title VIB • Local Funds

effective writing instruction. 3) In order to increase student achievement in all subgroups, all students will receive effective literacy instruction in all content areas. 4) In order to increase effective instruction, all teachers will have access to ongoing formative and summative assessment data which will be used to inform instructional planning and decision-making and to evaluate the effectiveness of instruction. 5) In order to increase student engagement and improve instructional practices, advanced technology and the subsequent required training will be provided to all classrooms and staff.	4) Revise the school writing plan so that it is vertically and horizontally articulated (The What, pg.10). 5) Provide training to support literacy instruction in all content areas. 6) Examine student data to determine areas of greatest need (The What, pg. 9). 7) Provide additional technology to classrooms, teachers, and students (i.e. interactive boards, document cameras, mobile interactive whiteboards, etc.) and increase the use of technology to reinforce skills and positively affect student motivation.			

g) Practices Not in Place or Those to be Expanded

The following bulleted items are either already in place and will be continued and/or expanded or reflect an area of need that will be addressed through the implementation of the SRCL grant:

- LPS administrators and designated leadership team members will continue to conduct walkthroughs and will utilize the Georgia Literacy Instruction Observation Checklist to monitor and gauge the effectiveness of literacy instruction.
- Adequate and appropriate training will continue to be provided for all instructional/support staff, K-2 **(The Why, pg. 37)**
- All content teachers will be trained on the use of content-specific effective reading and writing instructional strategies **(The Why, pg. 37)**
- A more holistic, authentic, and varied approach to writing will be included in the current writing plan **(The Why, pg. 44)**
- All aspects of data collection will be in place (storing, analyzing, disseminating) and prescribed in a school-wide plan.
- DIBELS Next and Scholastic Reading Inventory programs will be purchased and incorporated for common literacy assessments.
- A scientifically evidenced, research-based core language arts program will be identified to support literacy instruction in all content areas, K-2
- A vertically and horizontally articulated writing plan that is consistent with the CCGPS, K-2, will be strengthened and monitored for implementation **(The What, pg.10)**.
- Extended, protected time for literacy instruction across language arts and in content area classes will continue to be a priority.
- Community and staff awareness of the existence and function of the school's Literacy Team will be promoted and encouraged **(The Why, pg. 144)**.

d) & i) All students receive at least 90 minutes of tiered instruction as evidenced by the sample schedule below:

Currently, all students receive a minimum of 120 minutes of protected, ELA instruction daily. The sample schedule below illustrates how students will continue to receive this amount of ELA instruction, but it will also be supplemented by an extended learning time. During this time, students will receive either specific interventions which target a critical area of need or enrichment which extends their regular instruction. Students will continue to have adequate time scheduled for mathematics, science, and social studies instruction that will include effective content literacy instruction.

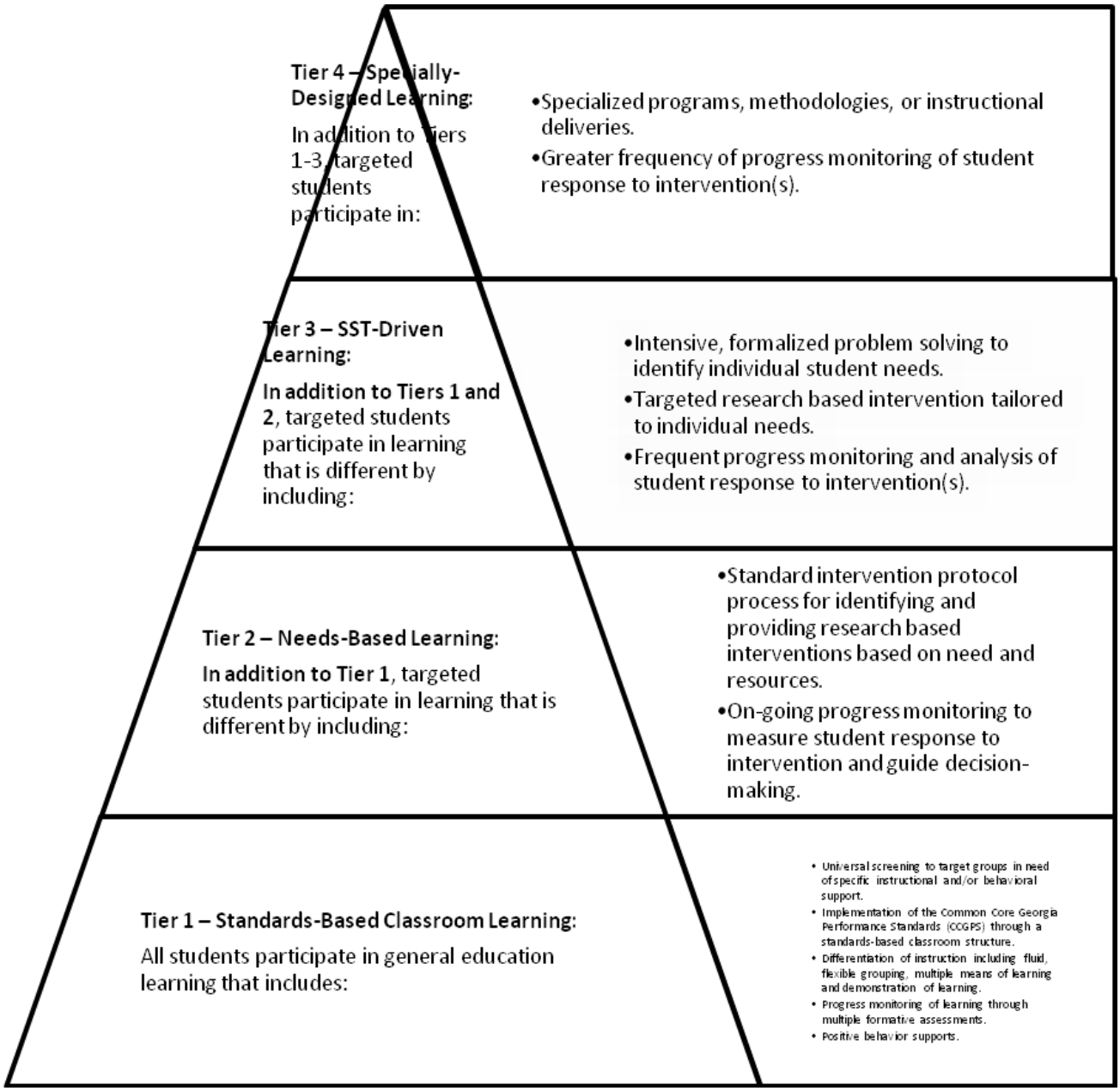
Kindergarten	First Grade	Second Grade
7:50 - 8:35 Social Studies	7:50 - 8:35 PE	7:50 - 8:20 Extended Learning Time
8:35 - 10:35 ELA	8:35 - 10:35 ELA	8:20 - 10:20 ELA
10:35 - 11:05 Lunch	10:35 - 11:20 Social Studies	10:20 - 11:05 PE
11:05 - 11:35 Extended Learning Time	11:20 - 11:50 Lunch	11:05 - 11:50 Social Studies
11:35 - 12:20 PE	11:50 - 12:35 Science	11:50 - 12:20 Lunch
12:20 - 1:05 Science	12:35 - 1:05 Extended Learning Time	12:20 - 1:05 Science
1:05 - 2:50 Math	1:05 - 2:50 Math	1:05 - 2:50 Math
2:50 - 3:05 Recess	2:50 - 3:05 Recess	2:50 - 3:05 Recess

e) RTI Model

LPS follows the state and system guidelines for implementation of a 4-Tiered RTI instructional model. Following Georgia Department of Education guidelines, Toombs County created a Toombs County Response to Intervention Handbook which outlines

the school and system protocols for RTI. As a result, the RTI team meets regularly to review student performance data, to discuss and identify student needs, and to review the effectiveness of interventions. LPS will continue to provide adequate time for teachers and interventionists to collaborate. We will also continue to review and revise our protocols for identifying at-risk students and matching them to the appropriate intervention **(The What, pg. 11).** Additional attention will be given to providing professional learning for interventionists and classroom teachers that enables them to more proficiently identify student needs and target areas of concern. In addition, we will continue to provide and deliver interventions by a trained interventionist in small groups during a daily, protected time **(The Why, pg 56.)**

See the RIT Model on the next page:


Tier 4 – Specially-Designed Learning:
In addition to Tiers 1-3, targeted students participate in:
•Specialized programs, methodologies, or instructional deliveries.
•Greater frequency of progress monitoring of student response to intervention(s).
Tier 3 – SST-Driven Learning:
In addition to Tiers 1 and 2, targeted students participate in learning that is different by including:
•Intensive, formalized problem solving to identify individual student needs.
•Targeted research based intervention tailored to individual needs.
•Frequent progress monitoring and analysis of student response to intervention(s).
Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including:
•Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
•On-going progress monitoring to measure student response to intervention and guide decision-making.
Tier 1 – Standards-Based Classroom Learning:
All students participate in general education learning that includes:
• Universal screening to target groups in need of specific instructional and/or behavioral support.
• Implementation of the Common Core Georgia Performance Standards (CCGPS) through a standards-based classroom structure.
• Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.
• Progress monitoring of learning through multiple formative assessments.
• Positive behavior supports.

a) Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
GKIDS	Ongoing, Diagnostic	Grade level reading/ELA/Math Skills	Every 8 weeks
Locally developed placement test - Kindergarten	Screening, Placement	Reading, Math - Early Literacy & Numeracy	1 time - End of Pre-kindergarten
Locally developed placement test - First Grade	Screening, Placement	Reading, Math - Early Literacy & Numeracy	1 time - End of Kindergarten
MAP for Primary Grades	K - 2 Universal Screening and Progress Monitoring	Reading, Math - Early Literacy & Numeracy	2 X per year - Fall & Spring
Reading Mastery Plus Placement Test	Screener	Oral Reading Fluency; Vocabulary; Reading Comprehension	Initial Placement
Benchmark: Decoding	Progress Monitoring	Phonics / Decoding Skills	Diagnostic; guides remediation and enrichment
Rate & Accuracy Benchmarks	Progress Monitoring	Oral Reading Fluency	Diagnostic; guides remediation and enrichment
Unit Assessments	Progress Monitoring/ Outcome	ELA, Reading, Math, Science, Social Studies	Completion of each unit
Grades K- 2 AIMSweb Mathematics	Progress Monitoring	Mathematics Skills	Tiers 2, 3 & 4 – weekly
Grades K- 2 AIMSweb Reading	Progress Monitoring	Oral Reading Fluency	Tiers 2, 3 & 4 – weekly
ACCESS for ELL	Screener, Monitor Growth	Language	1 time per year
Vineland	Diagnostic	Adaptive Behavior	Initial evaluation for IDEA & every 3 years
BASC- Behavior Assessment Children - 2nd ed.	Diagnostic	Behavior	Initial evaluation for IDEA & every 3 years

Comprehensive Test of Phonological Processing	Diagnostic	Processing	Initial evaluation for IDEA & every 3 years
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Differential Ability Scales: Second Edition	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial evaluation for IDEA & every 3 years
Cognitive Abilities Test	Diagnostic	Mental ability	Initial placement - Gifted
Terranova	Diagnostic	Achievement	Initial placement – Gifted
Gifted Rating Scales	Diagnostic	Motivation	Initial placement – Gifted
Gifted Evaluation Scale	Diagnostic	Creativity	Initial placement - Gifted

b) Comparison of the Current Assessment Protocol with the SRCL Assessment Plan

The current Lyons Primary assessment plan includes several of the requirements of the SRCL.

Some of the shared components are:

- the use of a screener to identify at risk students and target specific weaknesses **(The What, pg. 99)**
- progress monitoring to measure skills acquisition **(The What, pg. 104)** and to guide instruction
- formative and summative assessments
- analysis of assessment data **(The What, pg. 110)**

Even though our current plan does meet some of the requirements, there are areas that are not in compliance. While we utilize locally-developed placement tests, they lack reliability for

placing students beyond the first eight weeks grading period due to the progression of skills. We also lack diagnostic assessments that provide information about student deficits in literacy skills.

c) New Assessment Plan

Assessment	Frequency	Location
DIBELS Next Benchmarks	3 times per year (Oct., Jan., May)	Classroom (K-2)
DIBELS Next Progress Monitoring	1 time per week	Classroom (K-2)
Informal Phonics Inventory	3 times per year (Oct., Jan., May)	Classroom (K-2)
Scholastic Reading Inventory	3 times per year (Oct., Jan., May)	Computer Lab (2^{nd} Grade Only)

d) Current Assessments That May be Discontinued

Presently, MAP for Primary Grades is used as a universal screener and to provide information about student growth for all students in kindergarten through grade two. Even though, due to fall and spring administrations, we are able to chart student growth, we do not feel it is the most effective tool we can use because it isn't aligned to specific grade level standards. The implementation of the SRCL would enable us to use DIBLES Next as our universal screener and progress monitoring tool instead of MAP for Primary Grades.

e) Professional Learning Needs

The following professional learning would be beneficial in implementing a stronger assessment plan at Lyons Primary School:

- DIBELS Next training - administration and disaggregation of data
- Scholastic Reading Inventory training
- Differentiation based on assessment data
- Support and training for interventionists in using assessment data to identify specific skill deficits and determine which intervention is most effective

f) How Data is Shared

Lyons Primary School strives to actively communicate assessment data to parents and other stakeholders and to afford parents opportunities to gain a deeper understanding of our assessment process and their child's scores. Performance data is shared with parents during parent conferences, parent meetings, phone calls, through Parent Portal, and through written communication. Teachers are required to hold two parent conferences per year and parent meetings include, but are not limited to, Board of Education meetings, PTO meetings, parent awareness sessions, and school council meetings. Assessment data is also available through our school website and local media sources.

g) How data will be used to develop instructional strategies as well as to determine materials and need

Assessment data will be reviewed, analyzed, and discussed during Leadership Team meetings, Literacy Team meetings, and other professional learning team meetings such as grade level, content, and vertical team meetings. Also, at the end of each year, all data is stored in the school's data room, and the Literacy team meets to conduct a "data dig." The team analyzes the information to determine strengths and weaknesses. An implementation

plan is then designed which lists initiatives, action steps, time line, materials and resources needed, persons responsible, and evaluation of implementation of strategies and impact on student achievement. Strategic goals, performance indicators and measures are developed for every grade level and department.

h) Assessment Timeline and Responsibilities

Assessment	Grade(s)	Personnel Responsible		When
		Scheduling	**Administration**	
GKIDS	Kindergarten	Kindergarten Teachers	Kindergarten Teachers	4 times per year
Locally developed placement test - Kindergarten	PreK / Incoming Kindergarteners	Instructional Coach	Testing Team	1 time per year
Locally developed placement test - First Grade	Kindergarten / Incoming 1st Graders	Instructional Coach	Testing Team	1 time per year
Reading Mastery Plus Placement Test	Incoming K – 2 Students	Instructional Coach	Instructional Coach	As needed for initial placement into program and for program advancement
Benchmark: Decoding	K – 2 Students	K – 2 Teachers	K – 2 Teachers	Every 10 lessons, as prescribed
Rate & Accuracy Benchmarks	K – 2 Students	K – 2 Teachers	K – 2 Teachers	Every 10 lessons, as prescribed
Unit Assessments	K – 2 Students	K – 2 Teachers	K – 2 Teachers	End of Unit
DIBELS Next Benchmarks	K-2	Instructional Coach	Classroom Teachers	3 times/year
DIBELS Next Progress Monitoring	K-2	Classroom Teachers	Classroom Teachers	1 time/weekly

Informal Phonics Inventory	K -2	Classroom Teachers	Classroom Teachers	3 times/year
Scholastic Reading Inventory	2nd	Instructional Coach	Computer Lab Teacher	3 times/year (2nd Grade Only)
ACCESS for ELs	EL	EL Teacher	EL Teacher	1 time/year

a) List of resources needed to implement the literacy plan, including those that foster student engagement:

- DIBELS Next
- Scholastic Reading Inventory
- Research-based core language arts program
- Research-based, scientifically evidenced writing program for writing across the curriculum
- Computer-based diagnostic assessment for fluency and comprehension
- Computer-based diagnostic assessment for early literacy
- 21st Century technology – including, but not limited to equipment, software, and access (e.g., additional document cameras, upgrades to technology infrastructure, additional interactive whiteboards, computers, printers, website subscriptions, etc.)
- E-readers (tablets) and E-texts
- Additional print materials, texts/books (fiction, nonfiction, informational) to increase variety and volume in classroom collections and the media center
- Professional learning targeting the use of technology, literacy/writing instruction, targeted intervention, and assessment

b) List of activities that support literacy intervention programs:

- Allocation of adequate time for literacy instruction
- Allocation of adequate time for interventions
- Systematic use of universal screeners to identify areas of need (Tier 2 and Tier 3)
- Continued support and coaching of effective instruction
- Professional learning, coaching, and support of identifying needed interventions and implementing with fidelity
- Continued implementation of the 4-tiered RTI model
- Research-based, scientifically evidenced intervention materials (K-2)

c) List of shared resources available:

- At least 2 computers in each classroom
- 1 document camera in each classroom
- 2 interactive whiteboards in each grade (K-2)
- 2 laptops in each grade (K-2)
- 1 projector in each classroom
- 15 portable scanners

- 15 mobile, interactive whiteboards
- Access to print and non-print resources via the media center
- 2 computer labs – total of 70 computers
- 1 technology room outfitted with laptop, document camera, projector, and interactive whiteboard
- Curriculum guides (standards, units, and assessments)
- Student resources – texts, workbooks, interactive activities, and website subscriptions that support literacy
- 6 network printers and necessary ink
- 2 copiers
- Limited variety of leveled readers
- Teacher access to file sharing through the LAN

d) List of library resources available:

- Variety of print and non-print materials
- Variety of fiction, non-fiction, and informational texts at various reading levels
- Reference books
- 1 computer – required for circulation desk
- 1 laptop, projector, and interactive whiteboard
- Planned literacy activities and instruction, correlated with units of study and delivered by media specialist

e) List of activities that support classroom practices:

- 100% participation of all teachers in regularly scheduled, professional learning teams
- Daily collaborative, planning time
- Instructional coaching and support of classroom instruction
- Training and monitoring of effective, research-based instructional strategies
- Regularly scheduled vertical team meetings that encompass all content areas
- Regularly scheduled leadership/literacy team meetings
- PLTs to support purposeful, collaborative planning for the creation/revision of units of study and the subsequent instruction
- PLTs to support review of data and instructional practices

f) List of additional strategies needed to support student success:

- Consistent and efficient access to technology – in classrooms, computer labs, media center, and teacher workrooms throughout the school

- Technology capacity for efficient storage and access of student data
- DIBELS Next (K-2)
- Scholastic Reading Inventory - for grade two
- Professional learning targeting the use of technology, literacy/writing instruction, focused intervention, and assessment

g) List of current classroom resources for each classroom in the school:

- At least 2 computers in each classroom
- 1 document camera in each classroom
- 1 projector in each classroom
- Access to print and non-print resources via the media center
- Curriculum guides (standards, units, and assessments)
- Student resources – texts, workbooks, interactive activities, and website subscriptions that support literacy
- Access to a network printer and ink
- Access to a copier
- Limited variety of leveled readers
- Teacher access to file sharing through the LAN
- Textbooks and basals (used as a resource to supplement instruction due to the average publication date on or before 1987)

h) Alignment plan for SRCL and all other funding:

	Classroom Resources	**Technology**	**Professional Learning**
Strategies	• DIBELS Next • Scholastic Reading Inventory • Research-based core language arts program • Research-based writing program • E-readers (tablets) and E-texts • Additional print materials, texts/books (fiction, nonfiction, &	• 21st Century technology – including, but not limited to equipment, software, and access (e.g., additional document cameras, upgrades to technology infrastructure, additional interactive whiteboards, computers, printers, website	• Use of technology • Effective instruction in literacy/writing supported by proactive planning • Providing targeted instructional interventions based on assessment data • Effective use of comprehensive assessments and the resulting data

	informational) to increase variety and volume in classroom collections and the media center • Materials to be used to continued implementation of RTI • Plan and provide lessons that promote literacy and student engagement in all content areas	subscriptions, etc.) • E-readers (tablets) and E-texts	
Funding Sources	• SRCL • Title I • Title VI-B • IDEA • LPS General Fund • LPS Instructional Fund School-based fundraising efforts • System-based fundraising efforts	• SRCL • Title I • Title VI-B • IDEA • LPS General Fund • LPS Instructional Fund School-based fundraising efforts • System-based fundraising efforts	• SRCL • Title I • Title II-A • Title VI-B • IDEA • RESA/GLRS

i) How proposed technology purchases will support RTI, student engagement, instructional practices, writing, literacy, etc.:

All proposed technology purchases will support Response to Intervention, student engagement, writing, literacy instruction, and other instructional initiatives. By updating and increasing the available technology, we will provide teachers and students with additional opportunities for teaching and learning. For example, through the use of DIBELS Next data, teachers will be able to better identify and target student instructional needs.

Doing so will allow us to provide targeted interventions for students through the RTI process. In addition to improving interventions and instruction at tiers 2 and 3, we will be able to provide more effective instruction for all students at tier 1. Tier I instruction for all students will be affected by the ability to encourage student engagement and increase student access to appropriate materials. Teachers will have increased use of technology and 21st Century tools as they plan for instruction that will offer more opportunities for individualized instruction and individualized learning products in all content areas, including writing.

a) Professional learning activities attended by staff in the past year:

CCGPS Unit Writing	100%
CCGPS Resources to Supplement Instruction	100%
Depth of Knowledge	100%
Writing Common Assessments	21%
System Data Retreat	12%
Teacher Keys Effectiveness System	100%
Everything EL	1%
WIDA Support	100%
PBIS Training	12%
Vizitech Training	100%
MAP/NWEA Training & Review	100%
Mentor Training	12%
IEP Training	12%
Co-Teacher Training	23%
WSO – Work Sampling Online	12%
Smart Table Training	12%
New Teacher Orientation	5%
CCRPI Training	3%
Statewide Testing	3%
GCTM Summer Math Academy	3%
ELA Summer Academy	1%
Differentiated Instruction	100%
Apple Instructional Tour	1%
CCGPS & GPS Curriculum Support	3%
Literacy in CTAE Strategies	1%
Parental Involvement	1%
The Core of the Work	3%
GA Council on Economic Education	1%
Literacy & Writing	100%
Best Practices in Public Schools	2%
Marzano's Effective Instructional Strategies	100%
Effective Writing Assessment	3%
Assessment Literacy	3%
Reading Mastery Training	100% (of ELA Teachers)
MOBI Training (Mobile Interactive Whiteboards)	32%

Portable Scanner Training	28%
Interactive Whiteboard Training	37%
Professional Learning Communities	100%

c) Detailed list of ongoing professional learning:

- PLTs to facilitate ongoing, collaborative data review and analysis
- PLTs to facilitate ongoing, collaborative instructional planning and unit revision
- Job-embedded, On-site Coaching and Support by School-based Instructional Coach
- Effective Use of Assessments and Assessment Data
- Review of Effective Instructional Practices
- Mentoring
- Co-Teaching Support
- New Teacher Support
- GaDOE Content and Instructional Support Webinars
- Ongoing Literacy Training and Support
- Differentiation
- Continued Support for Writing Plan and Instructional Support
- RTI and Intervention Training and Implementation
- Positive Behavior Interventions and Supports (PBIS)
- Comprehensive Reading Solutions Modules
- GaDOE Formative Instructional Practices - FIP
- Ongoing Support from GLRS, FDRESA, and JP Consultants
- Georgia Council on Economic Education

d) Programmatic professional learning needs identified in the needs assessment:

Because effective professional learning is known to improve classroom teaching and increase student achievement, a critical component of effective instruction and increased student achievement is the training and support teachers and staff receive in the use of technology, administration of interventions, and in the implementation of a writing program for all pertinent staff **(The Why, p.141)**. In order to be effective, professional

learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement **(The Why, p.140)**. The professional learning needs listed below directly correlate to the Lyons Primary School needs assessment process and resulting data:

- Implementation of core reading program and subsequent training and support with job-embedded coaching and instructional guidance
- continued monitoring, training, and support are needed to ensure fidelity to best teaching practices school-wide
- Continued support of foundational reading skills
- Effective literacy instruction and literacy in the content areas
- Continued support for CCGPS and GPS
- Transition planning (Within LPS and with the school we feed into, LUES)
- Additional focus and support for meeting the literacy needs of all students
- Training and support for all technology purchases/acquisitions
- Effective use of assessments and assessment data
- Training and support for DIBELS Next and SRI
- GaDOE Formative Instructional Practices (FIP)
- Identifying and assisting struggling readers
- Increasing the rigor and relevance in all subjects
- RTI and the RTI process and protocols

e) & g) Process used to determine if professional development was adequate and effective that is tied back to the goals and objectives:

The goal of professional learning is to support viable, sustainable training and education, improve teacher instruction, and ultimately promote student achievement **(The Why, p.141)**. Therefore, to ensure continued growth through professional learning, Lyons Primary teachers are afforded varied and ongoing professional learning opportunities based on student data and teacher needs. Administrators provide time for staff to participate in professional opportunities which include participation in coaching, peer-mentoring, learning community

meetings and content and grade level teams. A variety of methods will continue to be used to measure the effectiveness of the implemented professional learning opportunities. For example, professional learning initiatives are, and will continue to be, monitored through classroom walkthroughs using school and system developed forms. In addition, the Georgia Literacy Plan Checklist **(The How, p. 20)** will also be implemented. Likewise, student achievement data including, but not limited to formative, summative, and diagnostic data, will be reviewed by the leadership and literacy teams. Teachers will also continue to participate in grade and content level collaborations. These team meetings provide teachers with additional opportunities for peer support. During these collaborative opportunities, data is reviewed and analyzed to drive instructional decisions and to determine the need for additional professional learning. Through these efforts, continued growth and improvements are ensured as the professional learning will be monitored and adjusted accordingly **(The How, p.20).**

Lyons Primary is committed to literacy and increasing student achievement. We believe that all students can learn and that the students of LPS must receive an outstanding education in order to be productive and successful in the world into which they will graduate. As a result, we are dedicated to constantly growing and improving as educators. The SRCL is one way we can continue to progress as educators and afford our students a high-quality education that will prepare them for the 21st Century. Even though the grant will be the launching pad for the LPS Literacy Plan, our efforts to advance literacy and learning in our school will not end when grant funds are exhausted. We are enthusiastic about the opportunities and resources the grant will provide, but are also realistic about the effort and dedication that is required of the Lyons Primary School staff.

a) Clear plan for extending the assessments protocol:

A systematic plan for implementing all assessments, including DIBELS Next and the SRI, will be drafted and shared with all staff. All staff and Leadership Team members will receive training on the plan implementation which will include information on assessment administration and how to effectively utilize the resulting data. Documentation will be kept yearly, detailing implementation of the plan, with the Leadership Team being responsible for reviewing and editing the plan as needed. Yearly update trainings will be conducted for all staff, including introductory trainings for new staff. The Leadership Team will be responsible for monitoring implementation and ensuring that the plan continues to be implemented with fidelity. Local funds, as well as funds from Title VI-B and Title I, will be used, in conjunction with

school technology money, to ensure technology continues to be available for support of the assessment plan.

b) Plan for developing community partnerships and/or other sources to assist with the funding:

The LPS Leadership Team works closely with the Toombs County Parental Involvement Director to develop and sustain community partnerships that support school initiatives such as the LPS Literacy Plan and the SRCL. A supportive partner is the Toombs County School Educational Foundation which was created to help meet emerging and long-range needs of our school system. The foundation's primary goal is to raise funds to promote, enhance, and supplement the educational programs for the benefit of students and staff in the Toombs County School System. Another important partner is our school's Parent Teacher Organization. Through continuous fundraising efforts, our PTO has a history of providing financial support for educational needs at LPS. We endeavor to maintain their support in helping sustain our literacy efforts and specific grant needs. Additionally, LPS is devoted to doing what's best for our students and yearly we work together to raise funds for instruction through various activities including our annual Fall Festival, Spring Fling, and similar fundraisers.

c), d), e), f), & g) Clear, detailed plan discussing sustainability:

As stated earlier, LPS is committed to sustaining and extending all facets of the SRCL. We will continue to allocate local funds, as well as funds from other entities such as Title I, Title III, Title II, Title VI-B, the Toombs Foundation, our local PTO, GLRS, RESA, and all other viable sources to continue each of the following efforts:

- **extend lessons learned**
- **train new system employees**
- **maintain technology (including site licenses)**
- **provide for ongoing professional learning experiences**
- **replace print materials**

With SRCL funds as our springboard, we believe we have many avenues available to help maintain our endeavors and provide continued support for our Literacy Plan beyond the life of the grant.

Budget Summary:

Lyons Primary School will allocate money from the Striving Reader's Grant to strengthen instructional practices in the following areas as indicated by our needs assessment. The budget was developed as an effort to increase the school's ability to implement the literacy goals and objectives outlined in the Lyons Primary Literacy Plan, as supported by ''The What" document, and after identifying gaps that exist in student achievement, professional learning, technology, and assessment. The SRCL funds will be used to support and provide: adequate literacy instruction, necessary professional learning, essential technology, assessment requirements, and instructional resources for all teachers and students, as well as those who require additional assistance.

Budgeted items will include the following areas:

Curriculum

- Core reading program, with attention to writing and literacy
- Texts (print and non-print) to support CCGPS with a focus on literary and informational texts
- Additional materials for core reading program/leveled readers in science and social studies

Assessment

- DIBELS Next
- SRI
- Technology to store and share assessment data

Professional Learning

- Stipend for instructional coach; extended day and/or extended year duties to implement SRCL
- Registration and/or other fees, stipends and other needed funds to facilitate teacher training and professional learning
- Use of assessments and data analysis to target student instructional needs
- Identification and delivery of specific instructional assistance through targeted interventions
- Best practices in literacy instruction

- Writing and literacy instruction in ELA and all content areas
- Other training deemed necessary to support the LPS Literacy Plan

Technology

- Computers
- Tablets / E-readers
- E-texts
- Mobile Interactive Whiteboards
- Printers / Ink
- Document Cameras
- Laptops
- Projectors / Bulbs
- Assistive Technology
- Digital Cameras
- Upgrades to current technology infrastructure and software
- Website subscriptions
- Downloads for E-readers
- Digital Storage
- Other necessary 21st Century Technology

Other

- Consumable supplies and materials, such as chart paper, markers, poster paper, ink, etc.

RTI

- Resources will also be needed to strengthen tiered instruction (RTI) that meets identified student needs. Overarching needs include training of all pertinent staff in the identification of student literacy needs, determination of appropriate interventions, and implementation of interventions with fidelity, both during the day and possibly in extended day and extended year tutorial. Finally, these resources will better equip teachers in meeting the needs and closing the achievement gap for all students, particularly those in Tiers 3 and 4.

The use of the SRCL funds will allow Lyons Primary School to effectively implement its School Literacy Plan while supporting and improving literacy instruction, professional learning, use of technology, and a school assessment plan. It will also assist in providing needed instructional resources for all teachers and students in order for the plan to be carried out efficiently. In turn, the LPS Literacy Plan will result in increased achievement for all students and an increased instructional capacity for all teachers and staff.