

# School Profile

Created Thursday, December 06, 2012

## Page 1

### School Information

School Information   District Name:	Fulton County Schools
School Information   School or Center Name:	S.L. Lewis Elementary Schools

### Level of School

*Elementary (K-5 or Primary, Elementary)*

### Principal

Principal   Name:	Josephine Richmond
Principal   Position:	Principal
Principal   Phone:	7709693450
Principal   Email:	richmondj1@fultonschools.org

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Josephine Richmond
School contact information   Position:	Principal
School contact information   Phone:	7709693450
School contact information   Email:	richmondj1@fultonschools.org

### Grades represented in the building

example pre-k to 6

*PK-5*

### Number of Teachers in School

66

### FTE Enrollment

520

## 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: Larry Wallace

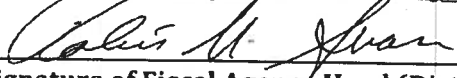
Position/Title of Fiscal Agent's Contact Person: Program Administrator

Address: Fulton County Schools – 2370 Union Road SW

City: Atlanta Zip: 30331

Telephone: (404) 346-4376 Fax: ( )

E-mail: wallace12@fultonschools.org

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

Dr. Robert M. Avossa

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

12-11-12  
Date (required)

## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

**I. Conflicts of Interest**

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

**a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
  - 1. Disqualify the Applicant, or
  - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

### **b. Employee Relationships**

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  - 1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
  - 1. The award; or
  - 2. Their retention by the Applicant; and
  - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
  - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
  - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**  
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
  - 2. Exclusion from subsequent GaDOE grant opportunities.
  - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

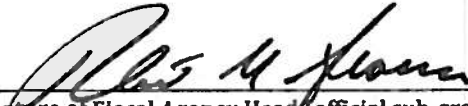
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Robert M. Avossa - Superintendent

Typed Name of Fiscal Agency Head and Position Title

12-11-12

Date



Signature of Applicant's Authorized Agency Head (required)

Josephine Richmond, Principal

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

11.30.2012

Date

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

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

Date (if applicable)

# Preliminary Application Requirements

Created Thursday, December 06, 2012

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## Page 1

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

General Application Information

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

- 
- Yes
- 

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

SRCL Grant Rubric

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

- 
- Yes
- 

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

Assessment Chart

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

- 
- Yes
- 

## **Assessments**

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

- 
- I Agree
- 

## **Unallowable Expenditures**

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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

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

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

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• I Agree

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# Grant Assurances

Created Thursday, December 06, 2012

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## 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
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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
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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
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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.

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• Yes

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

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• Yes

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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.

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• Yes

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Page 2

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

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

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- Yes
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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."

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- Yes
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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.

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- Yes
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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.

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- 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.

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- Yes
- 

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

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- Yes
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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.

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- 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).

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- 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.

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- Yes
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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.

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- Yes
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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.

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- Yes
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2007

**07-1. Segregation of Duties - Repeat**

**Condition/Cause:** The size of the School System's accounting and administrative staff and the lack of proper delegation of duties and training precluded certain internal controls, that would be preferred if the office staff were large enough, to provide optimum segregation of duties. Substantial duties relative to the receipt and disbursement processes, computer controls, payroll, and general ledger functions are handled by one individual.

**07-2. - Proper Recording of Property Taxes Receivable and Deferred Revenue**

**Condition/Cause:** Property taxes receivable and deferred revenue were underestimated by management as of June 30, 2007.

**07-3. - Proper Recording of On-Behalf Payments in the General Fund**

**Condition/Cause:** Management did not recognize revenue and expenditures in the General Fund for health insurance paid on the School System's behalf by the Georgia Department of Education to the Department of Community Health for health insurance of non-certified personnel.

**07-4. - Error in Posting Year-end Donated USDA Commodities in the School Nutrition Special Revenue Fund**

**Condition/Cause:** Management made an error in posting donated USDA commodities as revenue and inventory at year-end.

**07-5. - Cash Management - Title I, Part A (CFDA 84.010) - Repeat**

**Condition and Context:** The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

**07-6. - Cash Management - Title II, Part A, Improving Teacher Quality (CFDA 84.367)**

**Condition and Context:** The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

**07-7. - Error in Student Benefit Determination - Child Nutrition Cluster (CFDA 10.555) - Repeat**

**Condition and Context:** For the year ended June 30, 2007, we noted one instance in which an ineligible student received benefits under the Child nutrition Cluster program.

2008

**2008-1.** Restatement of Beginning Fund Balance/Net Assets -Prior Period Adjustments

Finding: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements.

**2008-2.** Timely Recording of Intergovernmental Receivable and Deferred Revenue – 2002 SPLOST Capital Projects Fund and 1997 SPLOST Capital Projects Fund

Finding: The School System's Program Management Director responsible for State Capital Outlay projects and management of the School System did not timely request State reimbursements for capital construction as of June 30, 2007

**2008-3.** Proper Reconciliations of Cash Accounts – General Fund and Pension Fund

Finding: Management of the School System did not accurately or timely reconcile the School System's bank account in the General Fund and the Pension Fund's bank account at year-end.

**2008-4.** Eligibility - Title I, School-wide Programs (CFDA 84.010)

Finding: As noted in our testing of the schools in the district operation school-wide programs, one (1) of the thirty-three (33) schools tested did not have all of the required elements to operate a school-wide program.

**2008-5.** Error in Student Benefit Determination – Child Nutrition Cluster (CFDA 10.553 and 10.555)

Finding: An ineligible student received benefits under the grant and reimbursement for the student's meal was claimed under the grant. Therefore, unallowable costs were charged to the grant. In one (1) instance, the necessary changes were not made to the system when verification documents provided by the student did not support the initial benefit determination.

2009

**2009-1.** Restatement of Beginning Fund Balance/Net Assets -Prior Period Adjustments

Condition: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements for the year ended June 30, 2009.

2010

NO FINDINGS

2011

**2011-01 Timely Recording of Intergovernmental Receivable and Deferred Revenue - 2007  
SPLOST Capital Projects Fund**

Condition: As of June 30, 2011, documentation from the State regarding approved proceeds from the 2010 application to support the recording of State reimbursements for capital construction projects was not recorded by the School System.

**2011-02 Collateralization of Deposits**

Condition: As of June 30, 2011, deposits of the School System held at a financial institution totaling approximately \$2.7 million were not fully collateralized or insured in accordance with the Official Code of Georgia Annotated (OCGA) Section 45-8-12(c). The pledged collateral for these accounts was less than the required amount by approximately \$2 million.

**2011—03. Allowable Costs/Activities - U.S. Department of Education. IDEA, (CFPA #s 84.027, 84.173, 84.391, and 8.4.392)**

Condition and Context: For the fiscal year ended June 30, 2011, the School System did not properly maintain semi-annual certification of time and effort sheets for teachers and other staff being paid out of Special Education funds during the period of August - December 2010. Eleven (11) out of 120 items sampled during our testing did not have semi-annual certification of time and efforts sheets for the fall semester of the school year. The errors occurred during the procedure to send the forms to each of the schools as several forms were improperly not sent. The processes, however, were updated during the spring semester and our testing disclosed no instances of noncompliance for that period of the fiscal year.



## DISTRICT NARRATIVE

***Brief History and Demographics:*** Fulton County Schools (FCS) is a large district both in terms of enrollment – more than 93,000 students – and in terms of geographic size – 78 miles from north to south. FCS has two distinct regions that are physically bisected by the City of Atlanta’s school system, the Atlanta Public Schools. The district employs approximately 10,500 staff, including more than 6,800 teachers and other certified personnel. During the 2012-2013 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. More than 44% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency.

***Current Priorities and Strategic Planning:*** As part of its strategic planning process, FCS examined environmental realities, student needs, and organizational opportunities and identified five major themes based on stakeholder feedback: Advancing Instruction, Enhancing People, Integrating Technology, Ensuring Effective Schools, and Managing Resources. Under each theme, FCS identified its current priorities and built a strategic plan for 2012-2017. The plan focuses on enabling students to graduate college and to be career ready. To hold FCS accountable for the strategic plan, the district has committed to three long-term outcomes:

**Graduation Rate:** 90% of Fulton students will graduate on time; **College Readiness:** 85% of

Fulton’s seniors will be eligible for admission to a University System of Georgia college or university; **Work Readiness:** 100% of FCS graduates will be work-ready certified.

***Current Management Structure:*** FCS is governed by an elected seven-member Board of Education that selects the Superintendent of Schools. Within the school system, the Superintendent – Dr. Robert Avossa - oversees the operations of six divisions: Academics, Information Technology, Operations, Financial Services, Human Resources, and Strategy & Innovation. In addition, FCS is divided into four “learning communities”: Northwest, Northeast, Central, and South. Organized geographically, the learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together, aligning resources. Each is managed by an area superintendent and supported by an executive director.

On July 1, 2012, FCS became the largest charter system in the state of Georgia. Operating as a charter system is a game-changing opportunity for FCS to leverage more autonomy to implement innovative strategies, to increase student achievement, and to guide continual improvement. With state approval of the charter system model in hand, FCS has the legal authority to implement non-traditional instruction and curriculum options, as well as education reform ideas articulated by its stakeholders. The organizational framework by which FCS is implementing its charter system will devolve decision-making to the local school level, generating new opportunities for innovation and place-based strategies. Striving Reader schools will take advantage of the flexibility provided to the district through its charter system status to implement the more innovative aspects of their literacy plans.

***Past Instructional Initiatives:*** FCS Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine-week units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

***Literacy Curriculum:*** FCS is implementing the Common Core Georgia Performance Standards (CCGPS) in K-12 English language arts and K-9 mathematics as well as literacy standards in grades 6-12 social studies, science, and technology curricula. The Common Core Standards infuse more rigor, complex texts, and informational reading for our students. FCS is adopting new Reading and English/Language Arts (ELA) materials for the next school year. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan. Balanced literacy is a K-5 literacy instructional approach that creates a gradual release of responsibility from the teacher to the student. FCS's balanced literacy approach will be used to ensure that each student will progress at his/her optimum pace and depth to maximize academic achievement. This approach will include:

- assessment based planning and student placement;
- modeled, shared, guided, and independent reading and writing;
- explicit skill instruction;
- use of authentic texts across content areas;
- integrated use of technology;
- authentic applications of learning.

***Literacy Assessments:*** *Our* Striving Reader Cohort 1 schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Other schools use Developmental Reading Assessment (DRA2) and Balanced Assessment System (BAS) reading assessments. Further, FCS uses benchmark assessments called Checkpoints. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia’s summative assessment that is administered in the spring. The 2013 and 2014 CRCT will be aligned to the CCGPS. The Partnership for the Assessment of College and Career Readiness (PARCC) assessment will become the summative assessment in April 2015. As FCS transitions to CCGPS and the administration of new summative assessments, FCS anticipates a temporary dip in scores. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

***Need for a Striving Reader Project:*** *The* schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort II funding were strategically selected to demonstrate FCS’s commitment to literacy improvement from Pre-K to 12<sup>th</sup> Grade. By including our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. All schools selected are within the South and Central Learning Communities, where additional literacy resources are of the greatest need.

On average, students in FCS perform better than students across the state. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in every grade and every tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. As with so many schools and districts across the

country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards. A survey conducted last year of administrators, teachers and parents highlights concerns with the district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

**District Management Plan and Key Personnel**

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. The following individuals are qualified for their role and committed to improving literacy in targeted schools. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant progress and results and will allocate the necessary resources to ensure fidelity of implementation.

Dr. Scott Muri – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – FCS Assistant Superintendent Learning and Teaching (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Program Administrator to integrate proposed strategies and supports with other system processes to ensure alignment.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) are the Area Superintendents for the South and Central Learning Communities. They will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In their capacity as members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The

*Fulton County Schools - District Management Plan and Key Personnel*

learning communities also have program specialists in each content and specialty area that provide support in all areas of instruction.

Larry Wallace – FCS Striving Reader Program Administrator (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Mr. Wallace has most recently served as Program Administrator for the district's \$4.2 million Striving Readers Comprehensive Literacy Grant and the \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements.

All members of the Executive Leadership Team have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the applications, we looked for alignment of Striving Readers goals with the district's and school's strategic and Title I plans. After reviewing all of this information there is a clear understanding of each school's plan and support will be given to implement the plans. The alignment of the Striving Reader goals allows the Learning Communities to narrow the focus of their monthly meetings and provide targeted support to the schools.

When start-up funding is awarded in February, principals will meet with the Area Superintendent and Program Administrator to develop their performance plan and begin the Budgeting for Outcomes (BFO) process. The BFO ensures that the cost center and grant budgets are developed by priority and are comprised of new ideas, innovations, cooperation, and improvement. Once the performance plan and budget are completed they are submitted to the Superintendent, Board of Education, and Georgia Department of Education for approval. The performance plans, budgets and assessment data are reviewed monthly to ensure implementation and compliance with local, state and federal regulations. In January, budget services conduct an

*Fulton County Schools - District Management Plan and Key Personnel*

analysis by function, department, and commitment item. The midyear analysis and necessary adjustments are then presented to the Board of Education. Final reports will be completed by the Program Administrator and forwarded to the state in July.



### EXPERIENCE OF THE APPLICANT

Fulton County Schools (FCS) has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. The table below summarizes our grant initiatives.

Competitive Grant Title	Funded Amount
Striving Reader Comprehensive Literacy Cohort I grant	\$4.5M
Innovation Fund grant	\$640,326
Smaller Learning Communities grant	\$5.2M
Readiness & Emergency Management for Schools grant	\$608,355
Teaching American History grant	\$989,801
Carol M. White Physical Education grant	\$1.5M
Mathematics and Science Partnership grant	\$440,356
Strategic Data Project grant	\$500,000

**Capacity:** As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Further, FCS has rigorous internal controls that ensure funds are properly used and achieve intended results. FCS provides grant management training on all policies and procedures to all staff prior to releasing grant funds. Programs with similar goals and purposes are coordinated to reduce waste and increase efficiency. FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Conducting needs assessments in the Cohort 2 schools has provided a solid foundation for FCS’s Striving Reader grant and has allowed district and school leaders to plan with the end in mind. That is, the district

and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans.

***Sustainability:*** FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community will also be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

***Internally-funded Initiatives:*** FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds without the support of outside funding. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. FCS's benchmark assessment program, known as Checkpoints, assesses student mastery of standards in a pre-test/post-test format each semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these

formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement.

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## **School Narrative**

S.L. Lewis has been a Title I Distinguished school for seven consecutive years until the recent change through Georgia's ESEA Flexibility Waiver. The school has since been designated as a Focus School as a result of the gap between the lowest performing subgroup, students with disabilities (SWDs) and the highest performing students, Black, on the CRCT. Though there are students who are maintaining success, there are many within subgroups that are not performing due to limited resources and support.

### **School History**

S.L. Lewis opened in 1973 as a small community school serving approximately 300 students in a stable working class community of airline employee families and educators. The stakeholders have changed over the years; however, the school continues to strive to meet the needs of all learners. We have been recognized annually for over 15 years as a Golden Apple Recipient for Community Volunteers.

S.L. Lewis currently has an enrollment of 526 students. Eighty-nine percent of the population receives free- or reduced-priced meals. The ethnic distribution of students is 95% Black, 3% Hispanic, 1% multi-racial and 1% American Indian. Thirteen percent are identified as SWDs. Unfortunately, the mobility rate has increased over the years to its highest at 51%. In an effort to provide early intervention, there are two lottery-funded Pre-K classrooms serving 44 students and one special-needs Pre-K class. Due to the high demand for Pre-K services in the area, there is a waiting list, and families are forced to attend local daycare. In addition, S.L. Lewis is currently comprised of 20 regular classrooms, four special education classes, a gymnasium for P.E., and classrooms for art and music. The instructional staff is composed of the following:

- 3 kindergarten teachers

- 4 1<sup>st</sup> grade teachers
- 4 2<sup>nd</sup> grade teachers
- 4 3<sup>rd</sup> grade teachers
- 3 4<sup>th</sup> grade teachers
- 4 5<sup>th</sup> grade teachers
- 4 special education teachers
- 3 special area teachers in P.E., Music, and Art
- 1 music therapy teacher
- 1 adaptive art teacher
- 1 hearing impaired (HI) teacher
- 1 orthopedically impaired (OI) teacher
- 1 Talented and Gifted teacher

Kindergarten teachers have full-day paraprofessionals, as do the HI, OI, and 4<sup>th</sup> grade special education teachers. Three Early Intervention Program (EIP) teachers support grades K-5 during math and/or reading instruction. A media specialist provides support for all students.

#### **Administrative and Teacher Leadership Team**

S.L. Lewis' administrative leadership has remained stable under the leadership of Principal Josephine Richmond for the past 11 years. The teacher attrition rate has remained consistent for a number of years, as well. However, a recent increase in turnover was due to teacher promotion, retirement, relocation, and teacher burn-out. Our students have many academic, emotional, and behavioral challenges. Consequently, transfers are often sought for less challenging populations. Nevertheless, the team has the drive and will to succeed. The teachers are supportive and collaborate to address the needs of all students.

### **Past Instructional Initiatives**

S.L. Lewis has implemented research-based initiatives to help improve student achievement through the following:

- **Departmentalized Teaching Teams** – In grades 3-5, the teachers are paired on a team. One teacher leads reading, social studies, and writing. The other teaches the same students science and math. Teachers have equal input with other content focus areas.
- **Learning Focus**
- **Georgia Performance Standards and Updates**

### **Current Instructional Initiatives**

Data trends resulted in changes in the school's initiatives, including:

- **Writing Block** – Each morning, students are provided with teacher-directed mini-lessons for 30 minutes.
- **Inclusion Model of Instruction** – 3<sup>rd</sup>-5<sup>th</sup> grade SWD students receive services in the general education classroom in a co-teaching setting.
- **Tiered Instruction** – Students receive additional time during their day to master concepts in deficient areas.
- **Professional Learning Communities** – Teachers are afforded time during the month to discuss data and develop action plans for improvement. Teachers participate in weekly collaborative planning, focusing on unit planning and reviewing student work for rigor.
- **Resource Model** – Special education students receive services with special education teachers for identified needs.
- **Data Team** – All teachers attend data meetings to monitor student achievement and develop action plans.

- **Professional Learning Common Writing** – Teachers work together to analyze student work for progress.

### **Professional Learning Needs**

Based on needs assessments and assessment data reviewed by teachers, as well as observations conducted by administrators and the school improvement specialist, our school needs to support struggling readers through professional learning in:

- differentiating instruction;
- improving language arts instruction;
- improving science and social studies instruction;
- integrating science and social studies into reading;
- incorporating technology into lessons;
- improving writing instruction;
- rolling out CCGPS; and
- using data to drive instruction.

### **Need for a Striving Reader Project**

College Park is a community of low socioeconomic single-family dwellings with many Section 8 rental homes. The area suffers from a high mobility rate that causes many students to have gaps in their learning. Some students from this environment may exhibit social and emotional issues due to lack of stability at home. These factors cause a demanding, but important challenge to overcome such obstacles. The population in the area has declined by 32% in recent years. Family involvement has become almost non-existent due to family demands and social concerns. There is a high poverty rate of 89% wherein parents in the community lack the

resources, time, and education to fully support the academic needs of their children. Some parents or guardians are illiterate and unable to provide assistance at home.

Data indicate that past initiatives are no longer working sufficiently and effectively to meet the needs of the current school population. After much data analysis and collaboration among teachers and administrators, it has been determined that we need to integrate a variety of literacy components in ELA, science, and social studies through fiction and nonfiction texts. This will promote student engagement, vocabulary skills, and increased student interest, ultimately leading to improved student achievement scores<sup>i</sup>. The school has developed basic comprehension and language arts units to supplement the basal instruction. Additional materials are needed to accelerate and scaffold ELA and content area instruction. In an attempt to improve literacy instruction, teachers and staff have developed a multi-faceted program that lacks cohesion.

The Striving Reader Grant will enable S.L. Lewis to accomplish the integration necessary to ensure student achievement. S.L. Lewis has a desperate need for literacy materials such as leveled readers, nonfiction readers, high interest readers, rich classroom libraries, and more technology to support a wholesome literacy program. With the emphasis on differentiating instruction, motivation, and student engagement, teachers are interested in providing effective literacy stations. Teachers also identified a need to move toward use of Lexile scores to determine text complexity. Finally, the goal is for every teacher to feel competent and confident to teach literature across the curriculum, identify individual student needs, and provide the best interventions within a manageable time frame. This will require professional development as well as time for collaboration to create an integrated curriculum to meet the needs of S.L. Lewis' diverse learners. A Striving Reader Grant will provide our school the necessary supplemental resources to support our students and our families to ensure each child reaches his or her fullest



potential. The grant will also afford an opportunity to strengthen our current literacy work, give teachers additional tools, and support student achievement across content areas.

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<sup>i</sup>Campbell, J. R. (1995). Interviewing children about their literacy experiences: *Data from NAEP's Integrated Reading Performance Record (IRPR) at grade 4*. Washington, D.C.: U.S. Department of Education.

## **School/District Literacy Plan**

S.L. Lewis has built its literacy plan around the six building blocks identified in the document, *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: “The What”*, developed by the Georgia Department of Education (GaDOE). The needs assessment conducted helped to guide our team as we carefully researched and leveraged documents such as GaDOE’s *Georgia Literacy Plan: “The Why”*.

### **Building Block 1: Engaged Leadership**

***A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his or her school.***

Principal Richmond and her administrative team effectively plan, implement, expand, and sustain evidence based literacy instruction. The principal has participated in several state, county, and metro RESA common core trainings. She has utilized National Association of Elementary School Principals (NAEP) free webinars such as PD 360, school improvement, and Common Core mapping to gain insight on new and innovative literacy strategies. The principal has also researched and provided professional development in the areas of reading, writing, and Common Core. The staff has been trained on balanced assessments, rigor, and text complexity. Thinking Maps professional development was provided to help improve student literacy and comprehension.

Professional learning based on student data and teacher need is ongoing and provided accordingly. Additionally, professional development is provided in order to ensure distinction in professional learning. The administrator sustains excellence and continual learning by analyzing student formative and summative CRCT, writing, and ITBS assessment data. Literacy instruction

and assessments are monitored frequently, as protected time is scheduled quarterly for teacher collaboration. The principal serves as an active participant in all professional learning in literacy leadership in order to provide support in classroom instruction. Additionally, the principal coordinates with community partners to help improve literacy in the school. Community partners participate in literacy tutorials and a monthly reading program.

***B. School literacy leadership team organized by the administrator is active.***

The school literacy leadership team organized by Principal Richmond includes faculty members, staff from local daycare centers and the Fulton County Public Library, community leaders, and parents. Input from the staff was sought through a literacy needs survey to guide the development of the literacy plan. The stakeholders, community leaders, parents, and local government leaders share the literacy vision developed, which aligns with the state literacy plan. The team will have continued communication seeking feedback and input from the staff through grade level and faculty meetings and surveys once the grant is implemented.

The table below provides the list of team members.

<b>Member Name</b>	<b>Title/Role</b>
Josephine Richmond	Principal
Jean Nuness	Assistant Principal
Altanya Porter	Curriculum Support Teacher
Tongelita Balom	Data Support Specialist
Gail Harris	Media Specialist
Crystal Gray	Math Coach
Janice Wilson	Early Intervention Teacher (K-1)
Tonya Ingersoll	Early Intervention Teacher (2-3)

Queen Martin	Early Intervention Teacher (4-5)
Bethany Thomas	Interrelated Resource Teacher
Karmen Martin	Parent Liason
Staff Representative	Atlanta-Fulton Public Library System
Staff Representative	Leap Frog Early Learning Academy, Union City
Staff Representative	Child Care Network, Union City
Staff Representative	Little Peoples Daycare, College Park
Representative	City Council Office
Representative	College Park Mayor’s Office
Representatives	Daycare centers, local branch of the public library, parents, LSAC reps.

Community leaders and parents from the Local School Advisory Council and PTA play a limited role on the governing board at S. L. Lewis. Significant improvements in reading proficiency is achieved only through a comprehensive effort involving changes in state and district level policies. A commitment from local city officials provides for a more effective school organization (GaDOE, 2010, p. 156). The Georgia Department of Education (GaDOE) knows that parents are students’ first and best teachers. “Parents, schools, families, and communities working together, however, can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement” (GaDOE, n.d.).

Upon meeting with stakeholders, community leaders, parents and local government leaders, a shared literacy vision will be developed and agreed upon by the school and community that is aligned with the state literacy plan. The need for agreement between all stakeholders promotes best practices and a unified voice in support of literacy achievement.

***C.1. The effective use of time and personnel are leveraged through scheduling and collaborative planning (K-5).***

A protected and dedicated 90-120 minute block is allocated for literacy instruction in grades K-3 for all students. In grades 4-5, students receive two to four hours of literacy instruction across language arts and in content area classes. At the end of each day, time for intervention is built into the school schedule. Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas. Collaborative planning teams meet weekly to discuss and plan curriculum across content areas as part of the school-wide calendar. Meeting and workday norms have been created to ensure the elimination of inefficient use of student and faculty time within the schedule.

***D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.***

Faculty and staff receive professional learning in disciplinary literacy in all content areas. A walkthrough checklist is used to ensure consistency of effective instructional practices and to ensure accountability, as well as positive attitudes, among the faculty.

***E. Literacy instruction is optimized in all content areas.***

Teachers have adopted a systematic procedure for teaching academic vocabulary in all subjects. Interactive word walls are being utilized across the disciplines. Writing is being initiated as an integral part of every class during our regularly scheduled writing block. Teachers

will participate in professional learning on incorporating the use of literacy texts in content areas and using informational text in ELA classes.

Teachers incorporate writing instruction (narrative, argumentative, and informational) in all subject areas. The teachers select text complexity that is appropriate to grade levels as required by CCGPS and is adjusted to the needs of individual students. Students are instructed in conducting short research projects that use several sources, identifying and navigating the text structures most common to a particular content area (e.g., cause and effect in social studies, problem and solution in science), supporting opinions with reasons and information, and determining author bias or point of view.

As suggested by researchers Duke and Pearson (2002), research-based strategies and resources for literacy instruction have been incorporated into all practices and instruction. The seven habits of an effective reader are utilized as comprehension strategies across the curriculum to increase readers' ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose.

***F. To a limited degree, the community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.***

The Local School Advisory Council and PTA play a role developing and achieving literacy goals. Members include business leaders, administrators, teachers, and parents. A network of learning support such as the WINGS Program, Prime Time, CHAMPs (Conversation, Help, Activity, Movement, and Participation signal), Extended Learning and FLP (Flexible Learning Program) are in place to target student improvement.

Efforts to communicate and promote the goals of our literacy plan, as well as to publicly celebrate academic success throughout the community occur regularly. Efforts include traditional media, social media, a school newsletter, community newspaper, school kiosk, teleprompter, and school and district websites.

## **Building Block 2: Continuity of Instruction**

### ***A. Active collaborative school teams ensure a consistent literacy focus across the curriculum.***

Currently our school has a set schedule to meet by grade level and collaboratively plan. Grade levels meet weekly during their planning time, and on Wednesdays after school from 3:00pm to 4:30pm. Cross-disciplinary teams meet bi-monthly to examine student work and to collaborate on the achievement of our literacy goals. (GaDOE, 2012, p. 29) We have recently begun implementing protocols for the team meetings such as setting norms, focusing on specific areas of need, aligning lessons to the Common Core, and respecting the time of presenter and attendees. As these protocols have been developed, they have been disseminated to the teachers and staff and have been well received by all.

Marzano and Perkins found that “interdisciplinary/cross-curricular teaching is often seen as a way to address some of the recurring problems in education, such as fragmentation and isolated skill instruction. It is seen as a way to support goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students” (Marzano and Perkins as cited in Education Place, 1997). “Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously” (Jacobs as cited in Education Place, 1997). Therefore, we include multiple grade levels in these meetings to ensure foundational skills required for the next grade level are targeted and addressed in the appropriate time and place. Teachers who attend

professional development outside of the school are required to come back to the school and share the lessons and strategies gleaned from the professional development.

***B. Teachers provide literacy instruction across the curriculum.***

Our 5<sup>th</sup> grade classes have been utilizing Harcourt for the past 14 years. In 4<sup>th</sup> grade, our team is being used as a pilot program for Journey's during the 2012-2013 school year. Last year, the team was used to pilot Good Habits, Great Readers. Grades K-3 have been using Voyager for over 11 years. This disconnect of strategies and materials has caused our students to struggle. We also have SRA-2 for our special needs teachers to supplement the general education curriculum for remediation of foundational skills.

Our literacy program is designed around a balanced approach to instruction that responds to the strengths and needs of our students. The content of effective literacy instruction includes oral language development, word identification, vocabulary, and comprehension instruction using print and non-print text including technology, fluency and authentic writing. Instruction in these areas is based on ongoing assessment. Instruction is delivered through reading and writing aloud, shared and guided reading and writing, as well as interactive, small group, and independent reading and writing. Teachers create a literate environment that is language-rich and student-centered to support and encourage active student learning with the endorsement of the community and home. Literacy instruction is integrated with all content areas with the use of a common language.

Our school has a dedicated 45-minute writing block and the students are assessed using the Write Score. There are six practice writing tests given in 5<sup>th</sup> grade and three practice writing tests given to 3<sup>rd</sup> and 4<sup>th</sup> graders. Assessments are given throughout the year including



persuasive, narrative, and informational prompts. The Write Score rubric is aligned to the Common Core standards.

Teachers have begun using the Common Core Standards, and in doing so have adapted their teaching to include a more balanced literacy framework. Our school utilizes Early Intervention Program Teachers (EIP) to push in or pull out students. Teachers in grades 3-5 use technology such as smart boards, Discovery Education and Khan Academy. However, the literacy program would be greatly enhanced if all classes were equipped with similar resources, such as interactive projectors, tablets, listening centers with headphones and document readers.

***C. Out-of-school agencies and organizations collaborate to support literacy within the community.***

Kindergarten Classes at S. L. Lewis have partnered with the Georgia Wolf Trap Literacy Program since 2005. The Georgia Wolf Trap Program is an affiliate of the National Wolf Trap Institute for Early Learning through the Arts, founded in 1981. Research from Georgia State University has shown that the arts provide powerful teaching strategies that assist children in learning skills that serve as part of the foundation for all subsequent learning. According to a study conducted by Georgia State University, statistical analysis revealed the Georgia Wolf Trap Literacy Program in association with the Alliance Theater resulted in marginally significant improvement in concept of person, and writing compared to students in the comparison group. In this program a professional teaching artist works directly with the classroom teacher to incorporate literacy skills using drama strategies. The additional benefits to this program include oral and non-verbal expression, creative and critical thinking, teamwork and self-regulatory behavior. Our future objective is to continue our partnership with the Georgia Wolf Trap

Program. We would also like to expand program to include students and teachers in 1<sup>st</sup> and 2<sup>nd</sup> grades.

We have recently added the WINGS program to offer services for after-school support. This program is free for students in grades K-3. The program offers character building, homework help, and teamwork skill building. The WINGS leadership team works closely with the Five Core Competencies of Socially and Emotionally Skilled Children. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), by participating in the program:

1. Students are self-aware, able to recognize their emotions, and describe their interests and values, and accurately assess their strengths;
2. Students are socially aware;
3. Students are able to seek out and appropriately use family, school, and community resources;
4. Students have good relationship skills; and
5. Students demonstrate responsible decision-making at school, at home, and in the community.

### **Building Block 3: Ongoing formative and summative assessments**

#### ***A. An infrastructure for ongoing formative and summative assessments is in place.***

DIBELS Next is used as a universal screener, progress monitor, and diagnostic tool to identify achievement levels of all students. The literacy team will provide professional learning for all certified staff, to administer and use screening, progress monitoring and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) according to the established timeline. Use of a universal screener

will identify which students are not at the expected performance criteria for grades K-5 in reading and math (GaDOE, 2010, p. 99).

Common and formative assessments are available in a variety of formats. Research indicates that student performance in literacy from several sources in a variety of formats, including multiple choice, short answer, constructive response, and essay, lead to improvement of students' reading abilities (GaDOE, 2010, p. 94). As a part of our literacy plan, teachers receive a series of professional learning sessions during grade level team meetings on creating a variety of formative assessments using Achievement Series. Assessment and intervention materials are aligned with curriculum goals, and training is provided to ensure consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments, including formal, informal, and performance-based assessments.

A calendar for formative assessments based on local, state, and program guidelines, including a specific timeline for administration has been developed, and the assistant principal serves as the testing coordinator. "The key to a comprehensive assessment plan is conducive to the timing" (GaDOE, 2010, p. 97). Formative assessment occurs during the learning, assesses progress toward the learning targets and is used to make or modify instructional decisions during the lesson. Summative assessments occur both at the end of a learning segment and at the end of the academic school year. At the beginning of the school year, the testing coordinator provides all instructional staff with a district testing calendar indicating the district and state test administration windows. The data support specialist creates a school-wide common assessment calendar, and teacher teams collaborate to create the monthly balanced assessment calendar.

S.L. Lewis teachers use several ongoing formative and summative assessments to evaluate the effectiveness of instruction as a system of determining the need for and the intensity of

interventions. Instructional levels of some students are screened and progress monitored with the following evidenced based tools: Fountas and Pinnell (BAS), AIMSweb, Success Maker, and Voyager. Although these tools are used throughout the school building, they do not adequately address all the literacy competencies, as no single program is used consistently across the grade levels. It is necessary to examine ongoing frequent and multiple measures to determine that data, positively affects instruction (GaDOE, 2010, p. 95).

Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for RTI. DIBELS Next will assist teachers in assessing efficacy of classroom instruction and will “identify underperforming students” (GaDOE, 2010, p. 99).

***B. A system of ongoing formative and summative assessment is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.***

Assessment	Purpose	Skills	Frequency
Checkpoints	Screening Progress Monitor Diagnostic	Reading Comprehension Vocabulary	Once per semester
Common Summative Assessments	Progress Monitor Outcome	Reading Comprehension Vocabulary	Monthly
Common Formative Assessments	Progress Monitor Diagnostic	Reading Comprehension Vocabulary	Monthly
ITBS	Progress Monitor Screening	Reading Comprehension Vocabulary	Annually
Criterion Referenced Competency Test	Outcome	Reading Comprehension Vocabulary	Annually
Grade 5 Georgia Writing Assessment	Outcome	Vocabulary	Annually
GKIDS	Diagnostic Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Printing Oral Language Picture Naming Alliteration and Rhyming Decoding Oral Reading Fluency	Monthly

		Vocabulary Reading Comprehension	
ACCESS	Monitor English Language Development	Language	Annually
Georgia Online Assessment System	Progress Monitor	Reading Comprehension Vocabulary	Ongoing
SuccessMaker	Diagnostic Progress Monitor	Reading Comprehension Vocabulary	Ongoing
Fountas and Pinnell (BAS)	Universal Screener Progress Monitor Outcome	Reading Comprehension Fluency	Three times per year
DRA2	Universal Screener Progress Monitor Outcome	Reading Comprehension Fluency	Three times per year
Voyager Benchmark Assessment	Universal Screener Progress Monitor Outcome	Phonemic Awareness Letter Naming Fluency Retell Comprehension	Four times per year
AIMSweb	Universal Screener Progress Monitor Outcome	Fluency Reading Comprehension	Three times per year
Informal Assessments	Progress Monitor	Phonics Phonemic Awareness Reading Comprehension Vocabulary	Daily

A variety of summative data sources are used to assist in making programming decisions as well as monitor individual student progress. These sources include CRCT, ITBS, and Georgia Writing Assessments, as well as ACCESS tests, district benchmark tests, and school-wide summative assessments. Additionally, data compiled from attendance and discipline reports assist with monitoring individual student progress. Data are analyzed to provide baseline information, identify student needs, establish learning goals for students, and evaluate the effectiveness of instruction in meeting student goals.

***C. Problems found in literacy screenings are further analyzed with diagnostic assessment.***

“The Georgia Literacy Plan recognizes the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components

necessary to improve student growth and success” (GaDOE, 2010, p. 95).

Educators use assessments to:

- identify students’ strengths and weaknesses;
- determine if fundamental content-based literacy skills are lacking;
- establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014);
- match instruction to learning through effective instructional design supporting literacy performance standards;
- evaluate effectiveness of the instruction in meeting the goals for the student; and
- monitor student progress toward goals and set new goals.

Problems found in literacy screenings are consistently followed up with diagnostic assessments to guide or inform instruction in intervention programs. Currently, a computer-based program, Success Maker, is in place as a diagnostic tool to determine student placement by instructional level for reading and mathematics. The literacy team has developed a protocol for ensuring that students who are identified by screenings receive diagnostic assessments. A mobile computer lab helps to ensure that students are able to complete the diagnostic assessments. The mobile computer lab enables teachers to use diagnostic assessment data to identify the component skills needed for mastery of literacy standards. Based upon diagnostic outcomes, teachers select interventions to meet the needs of diverse learners.

***D. Summative data is used to make programming decisions as well as to monitor individual student progress.***

A data collection plan for storing, analyzing, and disseminating assessment results is in place. Teacher teams analyze student data to develop and adjust instructional plans. Our data support

specialist works diligently to ensure that all teachers are using the most recent and relevant data with which to plan. Teachers meet on a regular basis to discuss student progress. Additional support is provided for teachers who may need assistance in analyzing and disseminating data. Data must be easily accessible to school personnel in order for it to drive decision making. Therefore, teachers have data walls in their classrooms showing the most recent results and how their individual classes are progressing. Educators and instructional support personnel must be able to sort, and aggregate data in sufficient time for data analysis and collaborative decision-making to occur (GaDOE, 2010, p. 96).

Professional learning communities provide teacher teams with opportunities to review and analyze assessment results and identify needed programmatic and instructional adjustments. Teachers review summative assessments to determine broad student needs. These data serve as a baseline for improvement. CRCT data from grades 3-5 are disaggregated during teacher team meetings. Discussions focus on changes that can be made to improve the instructional program to insure progress of subgroups.

***E. A clearly articulated strategy for using data to improve teaching and learning is followed.***

In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014). The focus is to ensure the following:

- High quality formative assessment practices that focus on a sound understanding of grade level academic standards. This can help alleviate some ‘information’ consequences of ‘high stakes’ test.

- A good formative assessment program that has ‘unpacked’ the state standards and identified the specific learning goals they contain can help focus classroom activities on real learning rather than on test preparation (Abrams, 2007).

An articulated strategy for the utilization of data to improve teaching and learning has been established for making decisions to identify the instructional needs of students. Data are stored and retrieved from the Student Achievement Management System (SAMS), Achievement Series, and eSchool Plus. The literacy team incorporates The 6 Step Data Protocol for a Standard Report and The Big Picture protocols during team meetings for discussing student data. The protocols outline specific steps for reviewing, analyzing, and interpreting assessment data.

These protocols provide a means for developing SMART goals, identifying appropriate instructional strategies, as well as devising an action plan for determining and monitoring assessment results on common assessment, county benchmark assessments and state assessments. Ongoing professional learning provides administrators and teachers with enhanced skills for using SAMS, Achievement Series, eSchool Plus, and reviewing, analyzing, and disseminating assessment results. We will continue to foster a school culture, in which instructional decisions are data-driven, and students and teachers engage in data discussions centered on reviewing data and developing SMART learning goals. Data team meetings occur regularly, and job-embedded professional learning is included.

#### **Building Block 4: Best Practices in Literacy Instruction**

##### ***A. All students receive direct, explicit instruction in reading.***

All students are exposed to core reading programs, such as Voyager Universal Literacy in grades K-3, and Harcourt in grades 4-5; however, the programs in use do not provide a strong basis for instruction in all aspects of literacy. Our literacy program is designed around a



balanced approach to instruction that responds to the strengths and needs of our students. The content of effective literacy instruction includes oral language development, word identification, vocabulary, and comprehension instruction using print and non-print text involving technology, fluency, and authentic writing. Instruction in these areas is based on ongoing assessment. Instruction is delivered through reading and writing aloud, shared and guided reading and writing, interactive, as well as small group, and, independent reading and writing. Teachers create a literate environment that is language-rich and student-centered to support and encourage active student learning with the endorsement of the community and home. Literacy instruction is integrated with all content with the use of a common language.

While ELA teachers participate in some aspects of explicit literacy, the plan is to provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area through the use of online webinars, videotaping of differentiated lessons, and opportunities for collaboration with other educators within and outside of the local school-building. "Unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet even in the best early childhood programs" (GaDOE, 2010, p. 63). "Quality instruction at an early age may decrease incidents of reading difficulties" (Juel and Snow, Burns, & Griffin as cited in GaDOE, 2010, p. 64).

Student data is examined and analyzed to gauge current practice in some areas of literacy instruction, but not all aspects of the five essential components of effective early reading instruction are covered in assessment data. The action plan is to research and select a core program that will provide continuity, based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

The core program consisting of a 120-minute dedicated block for reading instruction provides students with a balanced literacy approach that allows for phonemic awareness, explicit phonics, and direct reading instruction. Teachers provide guided reading and systematic intervention strategies, while students participate in shared and independent reading experiences. Students will be assessed with state of the art assessment tools that are specifically aligned with the program, that empower teachers to help students utilize effective reading strategies, and provide explicit models to facilitate student development of effective meta-cognitive strategies that ensure comprehension. A 30-45 minute writing block is built into the schedule each day where mini-lessons are taught on the writing crafts and genres as aligned with the CCGPS. Students write daily and receive feedback through conferences with their teachers or peers. Students are provided with opportunities for publishing through a variety of exposures.

Early literacy is an active, complex, long-term developmental and cognitive process, therefore early, high quality instruction can prevent reading difficulties through the provision of the five essential components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension (GaDOE, 2010, p. 65). The effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations. Daily schedules include a 90-120 minute literacy block, but do not include scheduled time for intervention or disciplinary literacy in content areas. Daily literacy blocks in grades K-3 include whole group instruction in word identification, vocabulary, and comprehension; however, the Voyager Universal Literacy does not provide students with opportunities for differentiated instruction. The plan is to implement a literacy program that supports students' needs through differentiated instruction, and to provide teachers with professional learning on differentiated instruction. Because students enter the classroom with

such diverse needs, one single approach is no longer effective (NCTE as cited in GaDOE, 2010, p. 44).

Professional learning opportunities for all teachers are provided in the following areas: using data to inform instructional practices, appropriate text selection and strategies for instruction, differentiated instruction, ongoing collaboration for modeling of how strategies are used, and discussion on when and where strategies are to be applied.

***A. 1-3. All students receive effective writing instruction across the curriculum.***

“Writing demands for the 21<sup>st</sup> century are increasing not only in schools but also in workplaces that demand effective communication skills” (GaDOE, 2010, p. 45). Georgia advocates strong writing skills beginning at the elementary level and continuing through high school. Implementing strong writing programs in all content areas is crucial to the success of a literacy initiative (GaDOE, 2010, p. 45). Therefore, in every class at least once a week, teachers provide instruction and opportunities for developing an argument citing relevant and reliable textual evidence, writing coherent informational or explanatory texts, and writing narratives to develop real or imaginative experiences to explore content area topics. “A recently completed report titled *Writing to Read* builds on findings of *Reading Next* and *Writing Next*. The report documents the efficacy of writing to improve reading comprehension” (GaDOE, 2010, p.45). In a frequently cited position paper for the National Reading Conference, Alvermann reports that “adolescents respond to the literacy demands of their subject area classes when they have appropriate background knowledge and strategies for reading a variety of texts. Effective instructions develops students’ abilities to comprehend, discuss, study and write about multiple forms of text (print, visual, and oral) by taking into account what they are capable of doing as everyday users of language and literacy” (GaDOE, 2010, p.52).

In order to engage students and build on their prior knowledge, technology is used for production, publishing, and communication across the curriculum. Our school is participating in a writing program through a company called *Student Treasures Publishing*. All of our students can become published authors. The writing consists of all genres across all contents for all grades. Students will make use of technology and other sources to research, write, and illustrate their books. Once books are published, the community will be invited for an evening to highlight students' accomplishment, book reading and book signing.

***A. 4-5. Extended time is provided for literacy instruction.***

A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-5 for all students in self-contained classrooms. Students at S.L. Lewis are not departmentalized; however, our SEC students in grades K-2 are serviced through a pull-out resource setting. These students receive a minimum of 90 minutes of small group instruction. Common Core, as well as collaborative planning with the grade level, ensures these students have access to the general education curriculum. This small group setting allows for remediation and re-teaching of foundational skills. In grades 3-5, the SEC students are in a dual program that includes push-in and pull-out. Three days a week, the special education teacher pushes into the general education class offering support by using a co-teaching method. The other two days a week, the students are pulled out into a resource setting where intense, small group remediation and instruction occurs.

***B. All students receive effective writing instruction across the curriculum.***

Instructional time for literacy has been leveraged by instruction in disciplinary literacy in all content areas. The school schedule is shown in the table below.

7:10-7:30	Breakfast/Morning Work/Computer Time
7:30-8:00	30 Minute Intervention

8:00-8:30		Writing Block –Write Source (30mins)			
Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Specials 7:45-8:30	Intervention 8:30-8:40 10 Minutes	R/ELA 8:30-9:35 65 minutes	8:30-10:30 ELA 120 Minutes	8:30-10:30 ELA 120 Minutes	8:30-10:30 ELA 120 Minutes
Writing Block 8:30-9:00 30 minutes	Specials 8:40-9:25	Specials 9:35-10:20	Math 10:30-11:00 30 minutes	Math 10:30-11:30 60 Minutes	Math 10:30-11:20 50 Minutes
R/ELA 9:00-10:15 75 minutes	9:25-10:25 R/ELA 60 Minutes	R/ELA 10:20-11:20 60 minutes	Lunch Window 11:00-11:30	Lunch Window 11:30-12:00	Lunch Window 11:20-11:50
Lunch Window 10:15-10:45	Lunch Window 10:25-10:55	Math 11:20-11:45 25 Minutes	Math 11:35-12:35 60 Minutes	Science/Social Studies 12:00-12:25 25 Minutes	Math 11:50-12:05 15 minutes
R/ELA 10:45-11:30 45 minutes	R/ELA 10:55-11:55 60 Minutes	Lunch Window 11:45-12:15	Science/Social Studies 12:35-1:35 60 minutes	Specials 12:25-1:10	Science/Social Studies 12:05-1:00 55 minutes
Math 11:30-12:45 75minutes	Math 11:55-12:55 60 Minutes	Math 12:15-12:50 35 Minutes		Science/Social Studies 1:10-1:40 35 minutes	Intervention 1:00-1:15 15 minutes
Science/Social Studies 12:45-1:45 60 Minutes	Science/Social Studies 12:55-1:55 60 Minutes	Science/Social Studies 12:50-1:40 45 Minutes			Specials 1:15-2:00
Intervention 1:45-2:10 (25 minutes)	Intervention 1:55-2:10 (15 minutes)	Intervention 1:35-2:10 (35minutes)	Intervention 1:35-2:10 (3 5minutes)	Intervention 1:40-2:10 (30 minutes)	Intervention 2:00-2:10 (10 minutes)

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

Teachers will conduct a student reading and writing inventory at the beginning of the school year, as a tool for extracting information regarding students’ interest. The insight gained from the inventory will allow for planning lessons that are appealing to students. Teachers encourage intrinsic motivation in students by facilitating hands-on reading and writing activities that are relevant to real life experiences. Activating students’ background knowledge before, during, and after reading engages them in making connections to their own lives.

Students are provided with opportunities to self-select reading materials and topics for research, and students have access to texts that they consider engaging. Students also have increased opportunities for collaboration with peers, and creative use of technology within the learning process to promote engagement and relevance. “One of the most salient issues raised in *Reading Next* is that of motivation” (GaDOE, 2010, p. 51). Students need to be provided with a certain amount of autonomy in their reading and writing, as well as opportunities to select for themselves the materials they read and topics they research (GaDOE, 2010, p. 51).

### **Building Block 5: System of Tiered Intervention (RTI) for All Students**

#### ***A. Use information developed from the school-based data teams to inform RTI process.***

S.L. Lewis’ school-based data team is responsible for analyzing achievement and discipline data from both formative and summative measures in use. The team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level or content area representatives, the Guidance Counselor, Curriculum Support Teacher (CST), Data Support Specialist (DSS), Instructional Coach (IC), and school psychologist.

Our school-based data team meets weekly to discuss students in the RTI process. This team ensures that students receive appropriate instruction and interventions based on their needs. A review of student data at the district and school level reveals patterns in learning and behavior. These patterns are used to develop system norms for expected student progress. The school-based data team uses these norms to identify students not meeting their individual expected potential. The use of a universal screener, based on

the CCGPS, is critical to identifying students who may need additional assessments to determine learning gaps.

The school-based data team suggests a deep look at the reasons why learning is occurring at the rate identified for individual students; for example, are the CCGPS being implemented in classrooms? The universal screener and benchmark assessments should be based on the CCGPS, so it is reasonable to require teachers to ensure that the curriculum is being learned to the level of rigor expected at each grade level. If the curriculum lacks clarity, has limited rigor, or shows inappropriate depth of learning, this is a curriculum issue. A review of the curriculum and professional learning is needed for that teacher.

Research-based instructional strategies, teacher modeling, student feedback, and teacher commentary are the foundation of standards-based classrooms. The uses of formative assessment to guide instruction, along with appropriate student engagement and management skills, are requirements in all classrooms at S.L. Lewis Elementary School. An instructional issue would be flagged by what the teacher is or is not doing in the classroom. Professional learning will be required to ensure standards-based instruction is occurring in all classrooms and to support the content knowledge of teachers. Finally, after removing the possibility of curriculum or instructional issues, the school-based data team can begin the process of determining if the progress gaps are due to how the student learns.

The team has the responsibility of deciding which intervention or interventions would be most appropriate for supporting the student. A deep review of student and teacher historical data will guide this decision. The team creates a specific plan to

include progress monitoring, growth expectations, and timelines to evaluate progress.

Professional learning support is in place to ensure and monitor that the interventions are implemented with fidelity.

The school-based data team strongly suggests a constant flow of communication between the EIP team providing the intervention, and the core teachers. This will support the transfer of learning from the intervention to the core area being targeted (GaDOE, 2011).

***B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.***

Teachers employ standards-based, differentiated instruction to meet the needs of all students. All students participate in standards-based classroom learning instruction based on ability level and specific strengths and weaknesses (GaDOE, 2011).

The school-based data team assesses each student in grades K-5 utilizing DIEBELS Next. At the completion of the assessment, each teacher receives a copy of their students' reading levels. The student data will be examined to determine the percentage of students in each RTI group. As a team, we will develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area, if needed. If the results are fewer than 80%, we will determine which instructional area is our greatest need.

The school-based data team will create a Literacy Instruction Checklist, in order to compile data from classroom observations and to determine current practice in literacy instruction in each subject area. The Curriculum Support Teacher (CST) has already provided professional learning opportunities for teachers that build vocabulary and comprehension. However, the CST will arrange for teachers to receive additional professional learning on direct, explicit



instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. At the beginning of the third nine weeks in January 2013, teachers will receive professional learning on GaDOE resources for RTI and AIMSweb.

One class each in 3<sup>rd</sup> and 5<sup>th</sup> grades has team teaching and inclusion of students with special learning needs in the general education setting. Each grade level has the inclusion of SWD and gifted students in the general education setting. The Data Support Specialist ensures that each teacher has a school-wide understanding of assessment data and anticipated levels of students' mastery during the school year by conducting data meetings every month.

***C. Tier 2 needs-based interventions are provided for targeted students.***

In addition, targeted students will need to participate in learning that is different by including specific research-based practices to address the reading needs of the student while keeping focus on the CCGPS. During the intervention, progress monitoring is used to determine the student's response to the intervention (GaDOE, 2011). Students may receive extra support from the EIP teacher in a small group setting. Teachers may also provide research-based interventions and monitor those interventions within the general education setting. The informal collaboration provides scientifically research-based (SRB) strategies for remediation within Tier 2. Teachers will be provided with a support network and strategies from varying perspectives, such as the Guidance Counselor or the school-based data team.

The Guidance Counselor at S.L. Lewis will provide professional learning for interventionists on appropriate use of supplemental and intervention materials. The Guidance Counselor will also need to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year. Teachers will need to be trained on the process of finding and diagnosing reading difficulties. Charting data and graphing student progress takes place at S. L.

Lewis; however, teachers will need to begin to chart and graph their data specifically for RTI students. Collaborative planning takes place every week, and a scheduled time for content area teachers and interventionists is to be developed to ensure the effectiveness of the interventions based on the data collected. The administrative team collaborates to build sufficient blocks of time into the daily schedule for RTI. The administrative team will also ensure that the learning environment is conducive to learning, and that instruction is provided to students by competent, well-trained teachers.

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

The Student Support Team's (SST) primary responsibility is to assist teachers in a collaborative, data-based, problem-solving process designed to identify a student's educational strengths and instructional needs, effective and appropriate strategies for the general education classroom, and continuous monitoring procedures. Students not responding to the strategies from the grade level team in Tier 2 are referred to the SST which falls under Tier 3. The SST and school-based data team will work with teachers to establish additional strategies and interventions that are tailored to the needs of the individual student. The SST and data team will "confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction" (GaDOE, 2010, p. 134).

In addition to everything that occurs at Tier 1 and Tier 2, the SST and school-based data team will meet to discuss students in Tier 3 who fail to respond to intervention. The representatives from the team are planning to attend professional learning on SST processes and procedures, as outlined in the GaDOE manual and guidance, to ensure that the RTI process is being implemented effectively and properly at S. L. Lewis Elementary School. The proven

intervention still needs to be verified for implementation. The team monitors interventionists to ensure that they maintain fidelity to intervention protocol prior to referral.

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

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. These specially designed interventions “are based on the GPS and the individual learning and/or behavioral needs of the individual” (GaDOE, 2010, p. 127).

The administrators at S.L. Lewis are familiar with funding formulas affecting students in special programming. Therefore, the administrators ensure that special education teachers participate in professional learning communities to guarantee strict alignment with delivery of CCGPS, even in separate settings. The special education teachers are the case managers for each student with an IEP. They maintain contact with each student, even if the student is served by a different special educator in multiple settings. Our case managers already attend open houses and arrange parent conferences with their students. In order to expand our RTI Tier 4 process, the case managers will need to begin to participate in college and career planning activities. The administrators will ensure the most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.

**Building Block 6: Improved Instruction Through Professional Learning**

***A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.***

It is important for teachers, particularly new teachers, to have professional learning opportunities to include the understanding of student learning as well as teaching efficacy

(GaDOE, 2010, pp. 140-141). Representatives from the administrative team are aware of the need for pre-service teachers to receive coursework in disciplinary literacy in the content areas. The literacy plan includes teacher preparation and training standards that include coursework in disciplinary literacy for pre-service teachers in all subject areas. These trainings are held during the pre-planning week of school and are conducted by contracted, school-based faculty and/or system-wide district personnel.

During New Teacher Orientation week, training is provided at the district and local school level. The county provides training on system demographics and expectations. S.L. Lewis provides a technology training to view standards, and to interpret and complete the lesson plan format. The training also covers the basic structure of the curriculum and school policies. A monthly training for new teachers is provided to assist with individualized and group learning opportunities in the standard-based classroom and differentiation. Professional development is provided to all teachers during pre-planning week and is ongoing throughout the year based on our School Improvement Plan (SIP), according to our needs assessment.

***B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.***

According to the National Staff Development Council (as cited in GaDOE, 2010), proven academic growth will occur when teachers are allowed ongoing, targeted professional learning. The three standards of professional development are: context, process and content. These standards focus on the organization, utilization of data, and understanding of content (pp. 142-143).

Since S.L. Lewis uses multiple reading programs throughout the grade levels, including Voyager, Harcourt, and Journeys, the entire faculty has not been trained on each program.

Conversely, teachers have participated in professional learning on the use of the program in which they teach.

Our literacy program is designed around a balanced approach to instruction that responds to the strengths and needs of our students. Instruction is delivered through reading and writing aloud, shared and guided reading and writing, as well as interactive, small group, and independent reading and writing. Teachers create a literate environment that is language-rich and student-centered to support and encourage active student learning with the endorsement of the community and home. Literacy instruction is integrated with all content with the use of a common language.

The school-wide reading program proposes that we will:

- Train classroom personnel and administrators prior to implementation of the program;
- Provide ongoing professional learning on the use of the core program;
- Schedule weekly collaboration meetings that allow teachers the time to analyze data, share expertise, plan lessons, examine student work and reflect on best practices;
- Continuously monitor the program through classroom observations using assessment tools tied to professional learning; and
- Ensure that administrators and teachers participate in trainings focusing on administering, analyzing and interpreting results of assessments in terms of literacy

It is recommended by the Literacy Task Force that school personnel receive ongoing professional learning. It is proven that human resources are more effective and influential than material resources. However, there must be an understanding of the needs of the learners and teachers as it relates to the specialized content area (GaDOE, 2010, p.142).

A Literacy Needs Assessment was given to the teachers and the results showed that:

- 83% of the survey participants need professional development in utilizing technology to further enhance literacy instruction;
- 75% of the survey participants need professional development on strategies to support students in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension); and
- 50% of the survey participants do not feel confident in using reading assessments (DIBELS, Fountas & Pinnell, DRA2, etc.), while 33% are confident in using reading assessments.

Based on the results of the survey, the administrators will determine and schedule the needed professional development trainings. Future trainings will be revised yearly based on the student mastery of CCGPS standards and student and teacher needs. Veteran teachers will be partnered with novice teachers, and continued classroom observations will be conducted. These observations will monitor literacy instruction improvement and will identify future needs for coaching or mentoring. Collaborative planning will continue to allow teachers the opportunity to share information learned through professional learning sessions.

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### **Needs Assessment, Concerns, and Root Cause Analysis**

In order to identify specific literacy needs and potential strategies to address those needs, all teachers were asked to provide input based on their professional experience, and assessment data from the CRCT, common assessments, ITBS, end of unit tests, summative assessments, and district tests. Parents were polled to gauge the need to strengthen their abilities to help their children at home.

Furthermore, as a Title I school, S.L. Lewis takes part in ongoing needs assessments at the school and district level. The data compiled are used to write our School Improvement Plan (SIP) and determine specific needs, thus bringing the literacy plan into alignment with Title I and the SIP. The RTI process is utilized to provide additional support at the classroom level for students in the academic areas of reading, math, and writing. Students are identified for tiers based on their performance on a screening assessment administered in the fall. Universal screening is given in lieu of a needs assessment to structure differentiated classes. In addition, CRCT scores are used to determine student eligibility for programs that offer academic student support such as EIP, FLP, and Extended Learning (EL).

#### **Needs Assessment**

Information compiled from the K-12 GaDOE Needs Assessment was used to determine areas that proved to be emergent. The results of the assessment informed the development of S.L. Lewis' literacy plan.

A *Literacy Needs Assessment Survey* developed by the school literacy team was given to teachers to help ascertain teacher needs for professional development, materials, and resources for the literacy program, and teacher efficacy in teaching reading and writing across the curriculum. The results of this survey are found in the Scientific Evidence-Based Literacy Plan.

A *Professional Learner Survey* helped determine the teachers' education level, experience, years of anticipated stay at S.L. Lewis, and their definition and vision of an ideal literacy program. A *Parent Survey* was used to implement programs for parents. The survey addressed areas of need in literacy and technology, and 1) Workshops pertaining to academics, technology, character building, and school policies; 2) Request for academic services; and 3) Solicitation for volunteers and service.

**Student areas of concern**

Subgroups	Subareas of concern		Cuisibilities	Sufutability	Sumsibility	Sbbcausbs
	Sfanpauss	Sssbsf bnfs				
SWD ED BLACK	<p><b>Comprehension-</b> The student uses a variety of strategies to gain meaning from grade level text</p> <p><b>Information and Media Literacy-</b> The student has skills required to read, recall, and analyze details and information from various texts</p>	<ul style="list-style-type: none"> <li>- Weekly and Common assessments</li> <li>- Benchmarks</li> <li>- ITBS</li> <li>- CRCT</li> </ul>	<ul style="list-style-type: none"> <li>- Guided reading instruction</li> <li>- Accelerated Reader program</li> <li>- Study Island web-based standards mastery program</li> <li>- Success Maker computer program</li> <li>- Scholastic Book Fair</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's/Writer's Theater</li> <li>- Digital storytelling</li> <li>- Published author visits</li> <li>- School-wide novel study</li> <li>- Classroom libraries</li> <li>- tablets</li> <li>- Content area database subscriptions</li> <li>- Give books to build student home library</li> <li>- Comcast Internet Essentials</li> </ul>	<ul style="list-style-type: none"> <li>- Vertical planning</li> <li>- End of the year transition meeting</li> <li>- Beginning of the year - Curriculum Night</li> <li>- 5<sup>th</sup> grade visit to middle school</li> </ul>	<ul style="list-style-type: none"> <li>- Limited Internet access in homes and school</li> <li>- Lack of technology integration</li> <li>- Limited use of public library</li> <li>- No bookstores</li> <li>- Lack home library</li> <li>- High parental dropout</li> <li>- Lack/limited experiences</li> <li>- Lack of transportation</li> <li>- Low income</li> <li>- High unemployment</li> <li>- Transiency</li> <li>- Limited staff development</li> <li>- Parents' limited knowledge in academics to assist students</li> <li>- Students not attending Pre-K</li> <li>- Insufficient teacher knowledge of literacy content integration</li> <li>- Insufficient access to literacy based technology</li> <li>- Students raised by aging grandparents/other family members/foster care</li> <li>- Students born with addictions</li> </ul>

**Programmatic areas of concern**

Areas of Concern	Current Strategies	Alternative Strategies
<p><i>Engaged Leadership</i></p> <p>B) School literacy leadership team</p>	<p>Implementation stage for creating a team to include administrators, teachers, parents, local business and government leaders.</p>	<p>Reassign staff as needed to maximize literacy goals</p> <p>Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas</p> <p>Share student achievement gains with parents and local community through open houses, newspaper articles, displays of student work, and website.</p>
<p>D) School culture exists</p>	<p>Professional learning in disciplinary literacy in some content areas but not all</p> <p>Walkthrough checklist utilized to ensure effective instructional practices across content areas</p>	<p>Professional learning in disciplinary literacy in all content areas</p>
<p>E) Literacy instruction</p>	<p>Interactive Word Walls are being utilized across the disciplines</p>	<p>Initiate writing as an integral part of every class during scheduled writing block</p> <p>Participate in professional learning in all content areas</p>
<p>F) Community support</p>	<p>Parent Liaison sponsored activities: Early Literacy</p>	<p>Evaluate efficacy of afterschool programs and</p>







D

D) The needs assessment process included all teachers, including paraprofessionals, special education teachers, and specialists. Grade levels met with administrative and leadership teams to discuss and develop instructional plans based on data.

E) Student Data

Through the needs assessment process, both strengths and weaknesses were identified in the area of literacy. Our greatest strengths continue to be in the area of Literacy Comprehension, Reading Skills, and Vocabulary Acquisition. On the CRCT, there was a 14% increase of 5<sup>th</sup> grade students exceeding standards in ELA. ELA CRCT results also showed that 86% of ALL and Black students met or exceeded standards.

Complete Reading CRCT results are included in the table below.

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READING	2011-2012				2010-2011			
	Does Not Meet	Meets	Exceeds	Total	Does Not Meet	Meets	Exceeds	Total
	%	%	%	Tested	%	%	%	Tested
<b>3<sup>rd</sup> Grade</b>	13%	59%	28%	79	7%	74%	19%	96
--SWD	38%	38%	25%	8	40%	60%	0%	10
--ED	12%	61%	28%	76	8%	78%	14%	85
--BLACK	13%	60%	27%	78	8%	73%	19%	93
<b>4<sup>th</sup> Grade</b>	23%	58%	19%	90	25%	52%	23%	101
--SWD	53%	47%	0%	17	67%	33%	0%	24
--ED	26%	59%	16%	82	25%	54%	21%	91
--BLACK	23%	62%	15%	86	25%	54%	22%	93
<b>5<sup>th</sup> Grade</b>	18%	54%	28%	90	8%	62%	30%	77
--SWD	61%	39%	0%	18	86%	29%	0%	7
--ED	31%	59%	23%	82	7%	65%	28%	68
--BLACK	18%	56%	26%	84	8%	63%	29%	76

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

Student Data

Source: FCS Data Warehouse 2011-2012  
FCS Data Warehouse 2010-2011

Georgia Writing Assessment	2011-2012				2010-2011			
	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested
	%	%	%		%	%	%	
5 <sup>th</sup> Grade	34%	57%	9%	92	24%	71%	5%	83
--SWD	82%	18%	0%	17	100%	0%	0%	8
--ED	35%	57%	8%	79	30%	70%	0%	50
--BLACK	34%	56%	10%	82	26%	69%	5%	65

Source: FCS Data Warehouse 2011-2012  
FCS Data Warehouse 2010-2011

READING	2011-2012				2010-2011			
	Does Not Meet	Meets	Exceeds	Total Tested	Does Not Meet	Meets	Exceeds	Total Tested
	%	%	%		%	%	%	
3 <sup>rd</sup> Grade	13%	59%	28%	79	7%	74%	19%	96
--SWD	38%	38%	25%	8	40%	60%	0%	10
--ED	12%	61%	28%	76	8%	78%	14%	85
--BLACK	13%	60%	27%	78	8%	73%	19%	93
4 <sup>th</sup> Grade	23%	58%	19%	90	25%	52%	23%	101
--SWD	53%	47%	0%	17	67%	33%	0%	24
--ED	26%	59%	16%	82	25%	54%	21%	91
--BLACK	23%	62%	15%	86	25%	54%	22%	93
5 <sup>th</sup> Grade	18%	54%	28%	90	8%	62%	30%	77
--SWD	61%	39%	0%	18	86%	29%	0%	7
--ED	31%	59%	23%	82	7%	65%	28%	68
--BLACK	18%	56%	26%	84	8%	63%	29%	76

### Student Strengths and Weaknesses

S. L. Lewis's highly mobile student population is comprised of the following subgroups: Students with Disabilities (SWDs), Blacks, and Economically Disadvantaged (ED) students.

Through our needs assessment process, we identified the following **strengths**:

- Overall, 82% of all students, 82% of Blacks, and 81% of ED students in grades 3-5 met or exceeded standards in reading.
- With an 84% proficiency rate, S. L. Lewis' greatest strength continues to be in the area of Reading Skills and Vocabulary Acquisition.
- In ELA, 84% of all students met or exceeded standards. There was a 45 percentage point increase in 3<sup>rd</sup> grade SWDs meeting or exceeding standards in ELA; SWDs in 5<sup>th</sup> grade had a 58 percentage point increase.

Further, through our needs assessment process, we identified the following **weaknesses**:

- Writing achievement on the Grade 5 GA Writing Test decreased by ten percentage points from 76% in 2011 to 66% in 2012. While persuasive writing is a weakness for 5<sup>th</sup> grade writers, students also struggle with conventions across the writing genres. When comparing this area to the content domains in ELA, students in grades 3-5 also struggle with grammar and sentence construction.
- While Literary Comprehension continues as a strength for 3<sup>rd</sup> and 4<sup>th</sup> grade students, 5<sup>th</sup> grade students struggle in this area, with only 56% meeting standards.
- CRCT data indicate Reading for Information and Information and Media Literacy are areas of weakness for students in grades 3-5. This finding is evident as only 65% of all students, 64% of Blacks, 63% of ED students, and 26% of SWDs met or exceeded standards in Science; 55% of all students, 55% of Blacks, 54% of ED students, and 26%

of SWDs met or exceed standards in Social Studies. This finding is consistent with common assessment results, as students show low proficiency rates in the areas of Science and Social Studies.

According to the Lexile Framework for Reading, 3<sup>rd</sup> grade students should have Lexile scores in the range of 450-725; 4<sup>th</sup> and 5<sup>th</sup> grade students should have Lexile scores in the range of 645-845. The table below evidences where students fall in regards to the Lexile score range.

Lexile Level	Below Grade Level Range	Within Grade Level Range	Above Grade Level Range
3 <sup>rd</sup>	18%	52%	30%
4 <sup>th</sup>	34%	42%	24%
5 <sup>th</sup>	17%	22%	61%

Source: FCS Data Warehouse 2011-2012

% ED	% SWD	% ELL	Mobility Rate
89%	13%	1%	53.8%

Source: FCS Data Warehouse 2011-2012  
FCS Mobility Report 2011-2012

Teacher Data

A survey was conducted to gain information relative to the teaching force. Results are explained in the tables below.

Highest Degree	Percentage of Certified Teachers
BA/BS	26%
Masters	54%
EdS	17%
Doctorate	0%

*S.L. Lewis Elementary School – Analysis and Identification of Student and Teacher Data*

<b>Years</b>	<b>Years of Teaching Experience</b>	<b>Years at S.L. Lewis</b>
0-5	35%	53%
5-10	17%	24%
10-15	15%	17%
15-20	12%	1%
More than 20	21%	0%

Additionally, three teachers plan to retire within the next two years: one in 2013 and two in 2014.

Teacher Retention Data

<b>School Year</b>	<b>Percentage of Certified Teachers Retained</b>
2011-12	69%
2010-11	86%
2009-10	88%
2008-09	91%

Source: FCS Administrative Records

S. L. Lewis retains a high number of staff. However, there has been a steady decline in staff retention. During the 2011-2012 school year, the school experienced a high level of attrition due to relocations, promotions, retirements, and the desire to experience opportunities in other learning environments.

Goals & Objectives

Grade level teams meet regularly to review and discuss formative and summative assessment data. Teachers utilize data to set goals and objectives for student learning, as well as to drive instruction.

District Data

Results of the district Reading diagnostic assessment reveal that students in grades 3-5 have difficulty in the area of reading. The table below shows the percentage of students who scored below 75% on this diagnostic assessment.

Reading	2011-2012	2010-2011
3 <sup>rd</sup>	54%	64%
4 <sup>th</sup>	78%	59%
5 <sup>th</sup>	77%	55%

Source: FCS Data Warehouse 2010-2011  
FCS Data Warehouse 2011-2012

### Teacher Participation in Professional Learning

A detailed representation of teacher participation in professional learning is outlined in the Professional Learning Strategies section.

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

### Project Goals

Based on the information from our needs assessment, S.L. Lewis has created our literacy project goals and objectives to support our literacy plan. While our areas of concern addressed all grade levels, K-5, S. L. Lewis chose to focus on Students with Disabilities (SWDs). S.L.

Lewis’ primary goals are to:

1. Increase student achievement in Reading by 15% for SWDs from 38% to 54%;
2. Increase student performance in reading from 85% to 94% for all students;
3. Increase student performance in writing from 66% to 71%for all students;
4. Increase the number of teachers receiving reading endorsements by 50% over the five year period; and
5. Increase parental involvement in literacy workshops, with 2012-13 being the baseline.

### Project Objectives

Our project objectives reflect our current strategies and those that we plan to implement over the projected five-year grant period. As part of our current literacy plan, our project objectives build on existing initiatives and include new strategies to help us achieve our literacy goals. S.L. Lewis’ instructional schedule will include tiered instruction to consist of 120 minutes of a daily reading block, small group instruction, and differentiated instruction.

The table below indicates the time, personnel and strategies for tiered instruction.

Tier 1-Core Curriculum	Time	Personnel	Strategies
Grades K-5	<ul style="list-style-type: none"> <li>• 2.5 hours daily of Literacy Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• General Ed. Teacher</li> <li>• Kindergarten Para-Professional</li> <li>• Media</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group Instruction</li> <li>• Small Group Instruction</li> <li>• Centers</li> <li>• Technology/Websites</li> <li>• Instructional Calendars</li> </ul>

		Specialist	<ul style="list-style-type: none"> <li>Informal Progress Monitoring</li> </ul>
Tier 2 – Strategic Intervention	Time	Personnel	Strategies
Grades K-5	<ul style="list-style-type: none"> <li>30 Minutes</li> <li>Extended Learning 2 Hours (3-5)</li> <li>2 days a week (Sept-March)</li> <li>Extended Day (4<sup>th</sup>) 1 day a week (Oct.-May)</li> </ul>	<ul style="list-style-type: none"> <li>General Ed. Teacher</li> <li>Kindergarten Para Professional</li> <li>Early Intervention Program Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction</li> <li>Web-based Instruction</li> <li>Informal Collaboration</li> <li>Individualized Progress Monitoring</li> <li>Harcourt Trophies Intervention</li> </ul>
Tier 3 Intensive Intervention	Time	Personnel	Strategies
Grades K-5	<ul style="list-style-type: none"> <li>EIP 45-50 minutes daily</li> <li>2 days a week (Sept-March)</li> <li>Extended Day (4<sup>th</sup>) 1 day a week (Oct.-May)</li> </ul>	<ul style="list-style-type: none"> <li>General Ed. Teacher</li> <li>School Counselors</li> <li>Curriculum Support Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Guided Instruction</li> <li>Instructional Games</li> <li>Study Island</li> <li>Progress Monitoring</li> <li>CRCT practice materials</li> </ul>
Tier 4 Due Process	Time	Personnel	Strategies
Grades K-5	<ul style="list-style-type: none"> <li>Determined by IEP</li> </ul>	<ul style="list-style-type: none"> <li>Special Ed. Teachers</li> <li>Speech Language Pathologist</li> <li>General Ed. Teacher</li> <li>Instructional Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Team</li> <li>Speech and language services</li> <li>Co-teaching</li> <li>Specially Designed Instruction</li> <li>Second Language Support</li> </ul>

All teachers will devise and teach units which integrate literacy across the curriculum, and employ motivational strategies. Teachers will utilize the *Understanding by Design* curriculum

framework to plan units and lessons. Curriculum enhancement will continue through technology, digital storytelling, guest authors, and classroom libraries.

### **Measurable Goals and Objectives**

Our outcome goals are:

- SWDs will increase in Math from 22% to 26% and in ELA from 26% to 31%
- SWDs will increase in Reading from 38% to 44%
- Increase number of students meeting and exceeding in ELA from 85% to 92%; in Reading from 85% to 94%; in Writing from 66% to 71%
- Increase number of students meeting and exceeding in Math from 75% to 87%; in Science from 60% to 80%; in Social Studies from 52% to 79%
- Students in grades K-5 will read grade level text with the appropriate Lexile level of comprehension, with 60% of students reading on grade level on the January DIBELS, and 80% of students reading on grade level on the May DIBELS
- Students in grades 3-5 will increase reading fluency, with 90CWPM on the 3<sup>rd</sup> grade October DIEBELS and 120 in May; 90% accuracy on the 4<sup>th</sup>-5<sup>th</sup> grade October DIEBELS and 95% in May
- 85 % of all students will read in the appropriate grade level Lexile range
- Students will increase writing expectations on common writing prompts and Write Score
- All teachers have the opportunity to receive a reading endorsement
- Increase parental workshop attendance by 20% after the first baseline year

Our goal is to implement the developmental, accelerated, and preventive reading program requirements that will ensure that students can read on grade level, to diagnose and accelerate the reading performance of all students in all grade levels. Our goal is that every student will receive



reading instruction which reflects best teaching practices, be assessed regularly to allow teachers to plan for instruction, read fluently on grade level, receive appropriate intervention and remediation services as needed, learn strategies for reading complex content area texts, and improve performance in reading on district and state-mandated tests. We currently use Ticket to Read, Success Maker, AIMSweb, A to Z Learning, and Study Island as tools to assist in reaching some of our goals.

### **RTI Model**

S.L. Lewis follows the FCS Response to Intervention guidelines. In Tier 1, 80-100% of students will participate in general education learning that includes implementation of CCGPS through standards-based classroom instruction. Tier 2 students receive needs-based learning. In addition to Tier 1, targeted students participate in research-based interventions which include ten to fifteen percent of students. Tier 3 is the SST-driven learning, if students are not responding to the strategies. In addition to Tier 1 and Tier 2, targeted students participate in individualized, target research-based interventions four to five days a week for at least 30 minutes. One to five percent of students in Tier 4 receive specifically designed learning.

### **Goals to be funded**

We currently utilize funding from Title I to assist in providing professional development, materials, and equipment. Teacher and paraprofessional salaries will also be funded by federal, state and local funds, as they implement literacy standards in the classrooms. In addition, Title I will fund paraprofessional salaries to assist with struggling readers. However, the Striving Readers Grant will give the additional support to assist in our areas of need and concern. We will enhance the school-to-home connection to engage parents through family literacy workshops designed to promote literacy skills in the home.

With grant funding, we plan to implement the following strategies to better address our areas of concern:

- Teachers will work collaboratively weekly;
- Staff from Woodruff Arts program will work collaboratively with teachers and students, in which a Georgia Wolf Trap Artist develops a K-2 program to provide active engagement through the discipline of drama, music, and movement activity to teach literacy skills;
- Provide Extended Learning for grades 3-5;
- Increase the exposure through nonfiction text through leveled libraries; and
- Partner with a local area university to provide all teachers with the training to obtain a reading endorsement.

An intensive professional learning plan will include the following training:

- Professional learning for teachers on strategies to teach phonemic awareness, decoding, and comprehension;
- Professional learning on how to leverage existing data to identify student performance gaps, and methods of monitoring current performance of at-risk students;
- Provide additional professional development for SWD teachers and the use of inclusion model techniques to increase the academic success of SWDs; and
- Provide professional development with RTI, CCGPS strategies, technology integration and the creation of standards-based literacy instruction.

We will acquire and implement technology in the following ways:

- Ensure access to web-based technologies for teachers to identify, diagnose, and measure specific reading skills;

- Ensure access for students and teachers to a supplemental web-based program to provide individualized reading instruction, vocabulary acquisition skills, and progress monitoring;
- Provide training on integrating technology within reading;
- Implement digital storytelling to engage students in a more interactive speaking, reading, and writing process, as creating a digital story allows students to better understand and create media to communicate their ideas; and
- Utilize tablets, digital texts, document cameras, and leveled text libraries to achieve differentiation and meet the needs of all students.

### **Assessment / Data Analysis Plan**

A detailed listing of our school’s current assessment protocol is found in the Scientific Evidence-Based Literacy Plan.

#### Comparison of Current Protocol with the SRCL Assessment Plan

S.L. Lewis systematically analyzes data. Data analysis occurs throughout the school year. State standardized test results are analyzed and disaggregated by subgroup. This information is utilized to develop the School Improvement Plan (SIP), as well as establish goals and objectives, identify student instructional needs and professional learning opportunities for teachers. District benchmark assessments are administered twice during the school year. Teachers use disaggregated data to determine standard mastery and make instructional decisions. Common assessments are administered in all content area subjects. Teachers engage in data talks to review data, analyze and interpret results, discuss instructional implications, and develop action plans for students who do not meet standards, as well as for students who meet or exceed standards.

Our Striving Reader Comprehensive Literacy assessment plan includes DIBELS Next. We are committed to using this assessment and participating in all professional learning associated with administering this assessment. The use of this program will provide teachers at S. L. Lewis with specific information for developing instruction corresponding to the reading components of phonics, phonemic awareness, etc principle, accuracy and fluency with connected texts, comprehension, and vocabulary.

#### New Assessments to be Implemented

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
DIBELS Next	Universal Screener Progress Monitor Outcome	Alliteration and Rhyming Phonemic Awareness Oral Reading Fluency	Three times per year

Our school will implement the most current edition of DIBELS Next. This assessment will be administered three times per year.

#### Assessments to be Discontinued as a Result of the Implementation of SRCL

As part of the Striving Reader Grant, DIBELS Next will be implemented for students in Kindergarten through 5<sup>th</sup> grade. While there are several universal screening instruments currently utilized throughout the school, DIBELS Next will provide a consistent universal screening tool, and allow for progress monitoring of the RTI tiers. Accordingly, we will discontinue use of the Fountas and Pinnell (BAS), DRA2, AIMSweb, and the Voyager Benchmark assessments.

#### Professional Learning Needs Required to Implement New Assessments

All certified staff, including instructional paraprofessionals will participate in professional learning sessions focused on administering the DIBELS Next assessment program. Additionally, professional learning in the use of the DIBELS Next handheld device, as well as how to understand the assessment data, interpret the reports, and how to use the data to make data-driven instructional decisions, is also required.

#### How Data is Presented to Parents and Stakeholders

Student performance data is shared with all stakeholders on a regular basis. Data are presented during the Annual State of the School Address, through school newsletters, parent reports, bi-weekly progress reports, and in Local School Advisory Council and PTA meetings. Reports in the Home Access Center allow parents to view up-to-date information relative to their child's progress.

#### How Data will be Used to Develop Instructional Strategies

Data will be utilized to:

- Establish goals and objectives;
- Monitor student progress;
- Make instructional decisions;
- Identify achievement gaps;
- Evaluate curriculum and instructional programs; and
- Determine interventions to raise student achievement.

In addition, data will be used to determine any instructional and supplemental materials needed, as well as professional learning needed for enhancing student achievement.

#### Assessment Plan

All assessments will be administered according to the testing plan schedule. To ensure assessments are properly administered, all administrators and instructional staff will participate in training for the appropriate assessment. The administrative team will collaborate to devise a master testing calendar indicating testing dates for the tests listed below:

- Checkpoints – teacher-administered, district-scheduled;
- Common Assessments – teacher-administered, DSS-scheduled;
- ITBS – teacher-administered, state-scheduled;
- CRCT – teacher-administered, state-scheduled;
- Grade 5 Georgia Writing Assessment – teacher-administered, state-scheduled;
- Grade 3 Georgia Writing Assessment – teacher-administered, state-scheduled;
- GKIDS – teacher-administered, state-scheduled;
- ACCESS – testing coordinator-administered, district-scheduled; and
- DIBELS Next – teacher-administered, CST-scheduled.

Testing will be conducted by assigned instructional staff according to the 2013-2014 S. L. Lewis Testing Plan Guide. In the event of a teacher's absence, another certified staff member will administer any teacher-administered assessment.

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

School and classroom cultures play a strong role in either supporting or undermining the development of positive literacy identities in adolescents<sup>1</sup>. Creating a school and community capacity for organizing and implementing an effective approach to literacy development for children of all ages is needed to implement the literacy plan. Stakeholders will be held accountable for literacy development for all children by identifying and using valid and reliable screening, progress monitoring, diagnostic, and outcome measurement tools that target instruction and align with the CCGPS. S.L. Lewis will ensure that interactions are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the community. In addition, S.L. Lewis will explore and implement opportunities for businesses and statewide associations to support literacy efforts.

The following existing resources support our literacy plan:

- Extended Learning – This program is offered to at-risk students twice a week from September through March totaling 80 instructional hours.
- Extended Day – This program provides support in the areas of Math and Reading to 3<sup>rd</sup>-5<sup>th</sup> grade students who do not meet standards according to their most recent CRCT scores.
- Flexible Learning Programs (FLP) – This program is tailored to the needs of the academically at-risk students in our school in order to provide assistance in achieving proficiency on the state academic content standards.



- SOLO – This computer-assisted program aids students in writing and reading. It has an auditory feedback reading component which reads back to students what they have written, as well as text on Internet sites and e-books.
- Thinking Maps – Students are encouraged in critical thinking by drawing and using thinking maps to help them visualize, organize, and think about their thought processes.
- Voyager Ticket to Read – This is a self-paced, student-centered online reading program providing dynamic skills practice and improved reading performance.
- Pizza Hut BOOK IT! – This runs every school year from October through March. The teacher sets a reading goal for each child in the class. A tracking chart is included to make it easy for the teacher to track each student’s progress. As soon as a child meets the monthly reading goal, the teacher gives the student a Reading Award Certificate.
- Six Flags Read to Succeed: 600 minute Reading Club – This is an exciting program that encourages students in grades K-6 to read for fun. Students who complete six hours of recreational reading earn free tickets to Six Flags. The program is available to teachers and schools at no cost, and it motivates kids to read.
- Success Maker – This digital intervention tool provides instruction, individualized to each student's specific learning needs, enables students to improve their comprehension and vocabulary skills, and significantly increases their reading levels as they move through the technology-based reading curriculum.
- Voyager Universal Literacy System – This is a core reading program designed to help students learn to read at or above grade level by the end of the 3<sup>rd</sup> grade. This program uses strategies such as individual reading instruction, higher-level comprehension activities, problem-solving, and writing. Students are also exposed to computer-based

practice and reinforcement in phonological skills, comprehension, fluency, language development, and writing. The program uses whole classroom, small group, and independent group settings.

- Early Intervention Program (EIP) – This program is designed to serve students in grades K-5 who are at risk of not reaching or maintaining academic grade level, as defined in the state EIP Guidelines. The purpose of EIP is to help students reach grade level performance in the shortest possible time.

**A list of resources needed to implement the literacy plan including student engagement:**

- Reading intervention software for struggling readers
- Classroom libraries (All genres)
- Literacy Station games
- Interactive walls (i.e., Media Center, Art, and Music classrooms)
- Listening Center with headphones and level readers CD
- Online computer subscriptions (e.g., Brain Pop, Riverdeep)
- Assessment materials and item banks for common assessments
- Staff from Woodruff Arts program who work collaboratively with teachers and students.
- Partnership with a local area university to provide all teachers with the training to obtain reading endorsements on strategies to teach phonemic awareness, decoding, and comprehension.
- Field trips to support multicultural literature
- Student home library
- DIBELS Next handheld version

- Professional learning on how to leverage existing data to identify student performance gaps, and methods of monitoring current performance of at-risk students
- Additional professional development for SWD teachers and the use of inclusion model techniques to increase the academic success of SWDs
- Professional development in RTI, CCGPS strategies, technology integration and standards-based literacy instruction
- Access to web-based technologies for teachers to identify, diagnose, and measure specific reading skills
- Access for students and teachers to a supplemental web-based program to provide individualized reading instruction, vocabulary acquisition skills, and progress monitoring
- Training on integrating technology within reading
- Digital storytelling to engage students in a more interactive speaking, reading, and writing process
- Laptop computer carts for each grade level
- Tablets, digital texts, document cameras, and leveled text libraries to achieve differentiation and meet the needs of all students.
- Supplementary reading materials (e.g., e-books, non-fiction text, graphic novels, children’s magazine, audio books)
- Handheld response systems

**A list of activities that support literacy intervention programs:**

- AIMSweb
- Fountas and Pinnell Benchmark Assessment System (BAS)
- DRA

- Title I Teachers
- Special Education inclusion
- Differentiated Instruction
- Harcourt Intervention
- Voyager Passport intervention

**A list of shared resources available at each building:**

- One computer lab
- Limited leveled readers
- Limited Elmo Document Readers
- SMART boards for grades 3-5
- Books
- Computer software CD's
- Story book cassette tape
- Professional Resource Library
- Shurley English materials
- Writescore materials
- Thinking Maps materials
- Singapore Math materials

**A general list of library resources or a description of the library as equipped:**

- Limited class set of novels
- Limited set of leveled readers
- Instructional videotapes
- Instructional DVDs

- Phonics instructional songs on cassette tape
- Reading instructional games
- Professional magazines
- Egg Student Response System
- Twelve laptops
- Eleven Document Readers
- One mounted LCD projector
- One mounted flat screen TV
- Twelve computers
- Limited set DVD/VHS player for circulation
- Limited amount of Cassette/CD players for circulation
- Limited amount of LCD projectors for circulation

**A list of activities that support classroom practices:**

- CRAM Academy
- Literacy curriculum nights
- Webinars
- Interactive Software
- School license to research-based intervention programs
- Common planning for vertical teaming
- Comprehension strategies
- Read aloud
- Word Wall
- Sight word drills for grades K-1

- Thinking Maps/Graphic Organizers
- Writing Enrichment and Publishing program

**Additional strategies needed to support student success:**

- Add rigor to instruction
- Maximize instructional time
- Promote higher order thinking
- Improve writing skills
- Improve language components
- Maximize collaborative planning time
- Improve differentiated instruction
- Incorporate science and social studies into reading
- Improve student test taking skills

**A general list of current classroom resources for each classroom in the school:**

- Shurley English Materials (3-5)
- Writescore Materials (3-5)
- Write Source (3-5)
- Thinking Maps Materials
- Singapore Math Materials
- Access to Study Island (2-5)
- Access to Discovery Learning
- Access to Ticket to Read (K-3)
- Access to Reading A to Z

The structure to implement tiered instruction has been somewhat limited over the past several years due to budgetary constraints. Strengthening the implementation of developed strategies from the SST process is critical, especially during the informal collaboration phase. Currently, a web-based program that targets individual weaknesses would have a better chance of impacting student performance. Teachers control structuring classroom time for students to engage in such activities. The Striving Reader Grant would accommodate a structure that fully supports tiered activities through a remedial reading program.

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<sup>i</sup> McCombs, B.L. & Barton, M.L. (1998). Motivating secondary school students to read their textbooks. *NASSP Bulletin*, 82 (600), 24-33.<sup>i</sup>

<sup>i</sup>

**Professional Learning Strategies Identified on the Basis of Documented Need**

**Professional Learning Strategies on the Basis of Documented Need**

S.L. Lewis’ professional development plan for this school year includes training on Thinking Maps, Reading and Vocabulary development, CRAM, Common Core Georgia Professional Standards, and Singapore Math. S.L. Lewis’ method of delivery for professional development is face-to-face, either in faculty meetings or small learning groups, as well as through grade level meetings, professional learning communities, and discussion boards.

**Professional Learning conducted within Past Year**

<b>Professional Learning Topic</b>	<b>PL Hours</b>	<b>% of Staff Attending</b>	<b>Comments</b>
Reading /Language Arts/ Lambert	16	100%	Grades 3–5, vocabulary strategies, front loading, and reading preparation
Reading Elements/Lambert	16	100%	Grades 3–5, vocabulary strategies, front loading and reading preparation
Renzulli Training	8	100%	Grades K-5, Higher Order Thinking
Writing/County/Sherrie Moss	8	100%	5 <sup>th</sup> Grade, modeled writing mini lessons using mentored text. Using mentored text to teach language skills.
Writing/Lola Schaefer	40	100%	Grades 3-5, strategies for teaching the genres and the writing crafts (leads, show don’t tell). Theme writing as a Response to Literature, Prewriting strategies, Utilization of mentored texts
Math/County/Shannon Hart	16	100%	Grades K-5 Math teachers, strategies to recall basic



Professional Learning Topic	PL Hours	% of Staff Attending	Comments
			facts
Thinking Maps	16	100%	Grades K-5, A modeled program that consists of eight maps that correspond to the fundamental thinking process.
CRAM/Math/Thornton	40	100%	Grades 3-5 Math teachers, focus strategies and techniques to solve math problems
Singapore Math	16	85%	Grades 3-5, Modeled Drawing
Singapore Math	8	100%	Grades K-5, use of Singapore Math materials
Reading/Marjorie	8	100%	Grades 3-5, Center Activities, building vocabulary
Response to Intervention (RTI)/Ford	2	100%	Grades K-5, understanding the RTI process
Common Core GPS Rigor/CCGPS School Team	3	100%	Grades K-5, making assignments more rigorous and relevant
Common Core GPS Balanced Assessment/CCGPS School Team	3	100%	Grades K-5, creating a calendar of formative and summative assessments

**Professional Learning Needs**

When teachers are given support in learning how to teach strategies, teachers can be taught to teach comprehension strategies effectively; after such instruction, teacher proficiency is greater, which leads to improved student performance on awareness and use of the strategies, improved performance on commonly used comprehension measures, and sometimes, to higher scores on standardized reading tests<sup>1</sup>.

While conducting our needs assessment process, we identified additional professional learning opportunities to help support our literacy plan. Currently, our school's CCGPS team meets five times throughout the year with administrators and representatives from discovery learning to learn train-the-trainer material on Common Core. The team then redelivers the information to the staff. The team will continue to research best practices and present to the staff quarterly. We will begin the 2013-2014 school year with a training session on the RTI process by our Guidance Counselor. Also, bi-weekly sessions and monitoring will be in place to make sure that the model is implemented successfully. With the Striving Reader Grant, we plan to focus professional learning on activities for teachers to differentiate instruction using higher order thinking skills with relevant authentic tasks (CCGPS), and to include disciplinary literacy across all content areas. Also, we will use the funding to train teachers on the use of technology. Teachers will be required to take the information learned and integrate it within the classroom

Professional development will be provided to all teachers on the content of literary instruction which includes oral language development, word identification, vocabulary, comprehension, and instruction using print and non-print text, involving technology, fluency, and authentic writing. Training will also be provided on literacy content integration to assist teachers with the process.

S.L. Lewis strives to make sure the needs of our faculty and students are identified within our School Improvement Plan (SIP). The administrative team makes certain that a follow-up plan is in place that is systemic, researched-based, job-embedded, and ongoing for effective implementation. The principal makes sure that the necessary resources, including time, as well as financial support and leadership, are available.

Assessment and instructional data are used to drive all decisions related to the selection of topics, emphasis, and the need for professional development. We also ensure that all planning of professional development sessions uses data to support follow-up and student impact. The administrative team monitors professional learning implementation through observations and lesson plans, in order to show the impact of our professional development on student learning.

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<sup>1</sup>Williams, J.P. (2002). Reading comprehension strategies and teacher preparation. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction (3<sup>rd</sup> ed.)* (pp. 243-260). Newark, DE: International Reading Association.

### **Sustainability Plan**

S.L. Lewis is committed to ensuring the sustainability of the Striving Reader grant by utilizing the resources made available by federal, state and county funds, including Title I funding, to continue supporting professional development for teachers, upgrading technology, implementing Woodruff Performing Arts, and purchasing literacy material.

Professional learning will be extended beyond the grant period by actively promoting teachers to continue their education via FCS training programs offered at no cost to the school. Also, we will utilize the train-the-trainer method for professional learning opportunities by redelivering material to the staff on professional learning days or during their weekly collaborative meetings. As teachers attend professional development, including workshops, conferences, and webinars, they return back to school and re-teach the strategies and information to faculty and staff. Each certified new hire will receive training completed during the grant by attending professional learning sessions scheduled by the building Curriculum Support Teacher (CST) or by the county STEM and humanities departments.

The technology and site licenses acquired and maintained will be sustained through coordinating Title I and district SPLOST funding. Professional learning on integrating technology into instruction may be provided by the media specialist and other trained staff members. Also, additional grants will be sought to continue infrastructure upgrades and development. The school technology specialist will monitor the upkeep of all technology.

The staff is regularly informed about smaller grant opportunities through emails from the administrative team. This information is disseminated by the grant team at FCS and emailed to the principals on a regular basis. Individual teachers are permitted to write grants for their

classrooms. There is also a grant writing committee that seeks out and applies for additional grants and assists individual teachers with grant writing.

The literacy team is dedicated to not only sustaining the Striving Reader grant, but also to the school's overall literacy enrichment. This team will continue to meet regularly to ensure the standards are focused and driven towards the ideals written within this grant application. The school has also implemented a data team to work with the faculty to monitor data on a monthly basis and to ensure progress monitoring and interventions when necessary.

The monies awarded by this grant will add value to the existing resources in the school by increasing access to texts, professional learning based on evidence based practices, access to technology, and access to print materials to include social studies and science. The Striving Reader Comprehensive Literacy grant funds may provide for upgrading and professional learning on current software and web-based software aligned to the CCGPS and to the school literacy plan.

The main assessment we will be using is DIBELS Next. Initially we would have a school-wide training funded by this grant to ensure the entire school is well-versed on administering DIBELS Next. The school intends to use funds to have at least two teachers who are trained to be trainers of the DIBELS Next, to ensure any new faculty are trained when they are hired by the school. This assessment will be given three times per year and data will be tracked by the classroom teacher, grade level chair, Data Support Specialist, and the administrative team.

Finally, the administrative team will dedicate the necessary funds to extend the assessments beyond the grant period. All federal funds will be coordinated, as necessary, to continue the assessment of our students and the sustainability needed for success.

## **Budget Summary**

A Striving Reader Literacy Grant will provide S.L. Lewis with the necessary supplemental resources and materials to support and improve our reading and writing program benefiting both students and instructional staff. This will be achieved through additional technology and software, classroom supplies, professional development, extended learning opportunities, and support from out of school agencies.

### **Technology and Software**

Students need access to 21<sup>st</sup> century equipment in order to be on par with their peers in a competitive technologically advanced society. S.L. Lewis Elementary School's request for technology will afford all students access to extend learning opportunities, and serve as a form of differentiation for diverse learners. The cost will include tablets, portable computer labs, software, and subscriptions to online print materials that will allow students to continue reinforcing skills from home. All hardware and software purchased will include manufacturer warranty agreements that cover repair and maintenance, including a consultant or extended warranties. All hardware and software purchased will comply with policies, guidelines, and procedures of FCS.

### **Materials**

Funding is also requested for instructional materials, such as books for classroom libraries. Nonfiction and fiction books are needed in the classroom that support different reading levels and student interest. Funding will also include DIBELS Next kits for each classroom teacher, as well as supplementary materials, including the handheld version of the assessment in order for data to be disseminated in a timely manner. Students do not have a literature-rich environment at home and are in need to books that they can take home and read with their parents and siblings.

**Professional Development**

Funds will be earmarked for professional development for all instructional staff, as well as trainers, for future sustainability of the program. DIBELS Next offers training both in-house and online workshops, as well as support for the school and teachers. Striving Reader Grant funding would also cover the cost of professional development to effectively and properly use the additional technology and software indicated in the literacy plan. Additionally, funding will be used to undergird a partnership with a local university to grant teachers a reading endorsement, while district professional development will be utilized to provide effective reading strategies and training on teaching reading and writing across the curriculum. Such training provides teachers with access to current evidence-based strategies to be more effective in literacy instruction. In compliance with the least restrictive environment rule for SWDs, teachers must be trained in co-teaching and inclusion strategies. The professional development will cover both the SEC teacher and the general education teachers.

**Extended Learning Opportunities**

Some of the funds will be used to augment our current extended learning program with supplemental materials and transportation. Specifically, there is a need for remediation materials for students who are struggling.

**Support from Out of School Agencies**

In addition, funding from the grant will also be utilized for a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. The GA Wolf Trap Literacy Program K-2 costs include contract fees for teaching artists' residencies, planning sessions with targeted teachers, curriculum development, simple props, puppets, and storytelling objects for each classroom.

S. L. Lewis students are also in need of culturally diverse experiences outside of school. The Striving Reader Grant will allow provisions for exposing our students to cultural diversity and opportunities for field-trips. Costs will include ticket prices and transportation.