

Application: Lanier - B5 Plan - Community Partners

Kelly Page - kelly.page@lanier.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000040
Last submitted: Feb 10 2020 02:29 PM (EST)

District Profile

Completed - Feb 7 2020

District Profile

District Name

Lanier County School System

District Contact Information

Please enter the information for your district's main L4GA 2019 contact.

Name	Kelly B. Page
Position	Associate Superintendent of C & I
Email	kelly.page@lanier.k12.ga.us
Phone	229.482.3966

Grant Fiscal Agent MOU

Please upload your completed Grant [Fiscal Agent MOU](#). You can find this document on the L4GA Grant website.

[MOU signature.pdf](#)

Filename: MOU signature.pdf **Size:** 414.3 kB

GaDOE Conflict of Interest and Disclosure Policy

Please upload your completed [GaDOE Conflict of Interest and Disclosure Policy](#). You can find this document on the L4GA Grant website.

[CONFLICT OF INTEREST signature.pdf](#)

Filename: CONFLICT OF INTEREST signature.pdf **Size:** 257.4 kB

Previous Grantee

Has your district been a Striving Readers or L4GA 2017 grant recipient? If yes, please specify years.

no

Growing Readers

Does your district participate in the Growing Readers Program with the Governor's Office of Student Achievement (GOSA)?

no

Get Georgia Reading

Please complete the Get [Georgia Reading Campaign Community Commitment form found here](#)

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

*-- all sections *except Section 8: B5 Project/School Literacy Plan - that is uploaded as a separate task*

All files uploaded files should be .pdf.

Please use a descriptive file name for each section (examples at top of each section).

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

Section 1: Upload Local Education Agency (LEA)-Partnership Narrative (to be completed by LEA- Community Literacy Task Force)

15 Points

This narrative is a highly important factor in ensuring that the reviewer understands the community, the local education agency (in most cases, this is a school district), the feeder system identified, and how this initiative will assist with the literacy development across the identified community, including in and out of schools.

The LEA-Partnership Narrative should be limited to 2500 words.

Absolute Priorities for L4GA-Sub-grants:

- Identification of feeder system(s) and community served
- Identification of all LEA-Partnership partners, including early childhood service providers
- A brief description of the feeder system(s) identified, and history of the L4GA LEA-Partnership
- Population demographics of the community
- Climate Ratings for each school involved in the proposed partnership and/or status of implementation of PBIS
- Student literacy/ELA outcomes of the feeder system

Plan for engaging

- early childhood education providers
- P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs
- community coalition

[LanierCountyDistrictNarrative.pdf](#)

Filename: LanierCountyDistrictNarrative.pdf **Size:** 522.0 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

Section 2: LEA-Partnership Management Plan and Key Personnel (to be completed by LEA-Community Literacy Task Force)

10 points

This section will apprise the reviewer of how the grant will be supported from the district level. Who are the key people involved in the grant? How will the grant function in terms of the whole district strategic plan? How will financial aspects of the grant be handled? Will there be a dedicated staff member at the district office with the responsibility of grants administration? Though this is certainly not an exhaustive list, these questions should be covered in your response. **The LEA-Partnership Management Plan and Key Personnel should be limited to 1000 words.**

LEA office support for grant management.

- Who are the key people involved in the grant?
- How will the grant ensure services in B-5?
- How will the grant function in terms of the whole district strategic plan and comprehensive needs assessment?
- How will financial aspects of the grant be handled?
- Will there be a dedicated staff member at the district office with the responsibility of grants administration?

Ability of the LEA to adequately administer the funding.

Any financial audit findings over the past three years should be discussed in this section.

Controls for spending should be pointed out.

Note: L4GA 2017 and L4GA 2019 funds cannot be commingled.

[LanierCountyManagementPlan.pdf](#)

Filename: LanierCountyManagementPlan.pdf **Size:** 439.0 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

Section 3: Needs Assessment and Root Cause Analysis (to be completed by district office)

10 points

This section should describe the needs assessment process. What assets exist? How were root causes determined using the needs assessment process, and how will this information be used to develop a project that will impact all students birth to grade 12 in the LEA community? **The Needs Assessment and Root Cause Analysis should be limited to 1000 words.**

B-5

Analysis of data related to other learning outcomes and school readiness.

Analysis of:

- Developmentally appropriate instruction and curriculum
- Professional learning provided to educators and directors
- Family engagement strategies
- Leadership effectiveness
- Other supports for the the Whole Child and Well-rounded Education
- Coordination efforts with K-12

K-12

Comprehensive needs assessment and root cause analysis using Georgia’s System for Continuous Improvement (NOTE: LEAs should use the same approach as with their federal Comprehensive LEA Improvement Plans (CLIPs), District Improvement Plans (DIPs), and School Improvement Plans (SIPs); therefore, the L4GA plan should complement local strategic plans):

- Coherent Instructional System
 - Past instructional initiatives
 - Current instructional initiatives
 - How to identify students for interventions
- Community and Family Engagement and Empowerment
- Engaged Leadership
- Positive Learning Environment
- Professional Capacity
- Other Supports for the Whole Child and Well-rounded Education

Coordination efforts with B-5, out-of-school providers, and community organizations.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor's Office of Student Achievement (GOSA)
- Literacy for All Georgia
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[LanierCountyNeedsRoot.pdf](#)

Filename: LanierCountyNeedsRoot.pdf **Size:** 672.0 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

10 points

This section should provide the reviewer with the actual implementation plan proposed for funding. The reviewer must understand who, what, when and how the actual performances will utilize assets and address the needs determined in the “root cause” analysis. It will not be enough to name programs and strategies; the application should show how the strategies and programs align to best practices and directly address the needs of the children in the community by working through community organizations, early care/learning providers, and schools. The plan should show how the community-level supports, instructional strategies, delivery models are consistent with Evidenced Based Practices and directly address the needs of the students, educators, parents and community. **The Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed should be limited to 1000 words.**

- Implementation plan proposed for funding.
- The plan should show how the instructional strategies, delivery models and programs are consistent with EBP and directly address the needs of the students and educators.
- The plan should show how community partnerships are developed in ways consistent with evidence-based practices and directly address the needs of students and families.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[LanierCountyProjectGoalsObjectives.pdf](#)

Filename: LanierCountyProjectGoalsObjectives.pdf **Size:** 623.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

Section 5: Assessment/Data Analysis Plan (to be completed by district office)

10 points

In this section, indicate what community-level data will be utilized (e.g., poverty, transportation, healthcare, etc.) in addition to assessment data. For example, vision screeners may be an essential data point as a way to target vision supports for students.

In addition, it is important to spell out specifically who, what, when and how the assessments will be given at the school level and how they will be analyzed by a team representing the early care providers, the community, local teacher educators/professional development providers, the schools, and the district.

The procedures involved in determining how instruction is developed based on the assessment data should be carefully described. Assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed. Procedures for educators' analysis of local assessment data to inform instruction should also be included. **The Assessment/Data Analysis Plan should be limited to 1000 words.**

- Assurance that assessment and evaluation requirements for the SEA will be completed.
- Estimated cost for assessments included in proposed LEA-Partnership budget
- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Procedures for educators' analysis of local assessment data to inform instruction

[LanierCountyAssessmentDataPlan.pdf](#)

Filename: LanierCountyAssessmentDataPlan.pdf **Size:** 539.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

10 points

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including early care and learning providers, CTAE, Special Education teachers, all content teachers as well as community partners and parents as appropriate. This section of the grant should provide the district's overall plan for engaging LEA-Partners with L4GA Professional Learning offerings. NOTE: LEA-Partners must agree to utilize their L4GA professional learning plan as their singular plan for literacy-related professional learning to avoid layering conflicting professional learning opportunities that could be available in a large LEA. **The Professional Learning plan should be limited to 1000 words.**

Plan for engaging LEA-Partners with Professional Learning offerings:

- Time allocated for collaborative planning time per age/grade level team and vertical teams.
- Local PL supports (e.g., PLCs, collaborative planning, coaching, mentoring)
- Online PL supports
- Institutes
 - Topics of interest for PL for each audience (e.g., early learning; literacy interventionists; community/family liaisons; school leaders, etc.)

[LanierCountyProfessionalLearning.pdf](#)

Filename: LanierCountyProfessionalLearning.pdf **Size:** 500.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan (to be completed by district office)

10 points

This section details all of the strategies and human or instructional resources that will be used or paid for as a result of L4GA funding. They should all tie back to the needs assessment, student data, and root cause analysis. They should directly impact literacy, access to print, community engagement, student supports, instructional engagement and/or teacher support. It is not necessary to name specific products; generic descriptions are adequate. Technology purchases must be justified as a way to support literacy improvement. Personnel are allowable as a resource paid for by grant funds; however, please note that sustainability will be essential to the plan. **The Resources, Strategies, and Materials section should be limited to 1000 words.**

Instructional resources that will be used or purchased as a result of L4GA funding. Services that will be purchased as a result of the L4GA funding.

Notes:

- All expenditures should all tie back to community and student data, the comprehensive needs assessment, and root cause analysis.
- All expenditures should directly impact literacy, access to print, student engagement, and teacher support. They should be consistent with EBP.
- Expenditures should support activities primarily offered during the regular school day but may also include out-of-school time and instruction.
- This is not a technology grant; only technology supports vital to literacy improvement and instruction should be allocated.
- Any personnel expenditures are allowable but should be considered carefully as the grant funds are time-limited. Sustainability plans for maintaining positions after grants end should be considered.

Examples of strategies, human resources, or instructional resources:

- SEE-KS professional learning communities
- Growing Readers instructional coaching
- MTSS implementation supports
- Executive Coaching for literacy leadership

[LanierCountyResourcesStrategies.pdf](#)

Filename: LanierCountyResourcesStrategies.pdf **Size:** 416.0 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

Section 9: Budget Summary (to be completed by district office)

unscored

Each application should have a budget summary in narrative form. The budget summary will highlight how the LEA/schools/centers/organizations plan to use their L4GA grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including:

Federal Program managers, Grants Accounting Personnel, L4GA program staff, and a member of the Audit team. **The budget summary should be limited to 600 words.**

Notes:

Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare, and/or write the L4GA 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 not associated with a literacy event, community partnership event or parent event.
- 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) not associated with literacy improvement. Books, periodical subscriptions, bookmarks etc. are allowable.
- Decorative Items not associated with literacy or family literacy.
- Purchase of Facilities
- Land acquisition
- Capital Improvements, Permanent Renovations except family literacy centers, media centers or reading centers in the classroom.
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations, or societies for personal benefits. (Does not include professional organizations)
- 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 questions to jmorrill@doe.k12.ga.us

[LanierCountyBudget.pdf](#)

Filename: LanierCountyBudget.pdf **Size:** 201.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

Appendix: references for evidence-based practices; letters of commitment, etc. (you may upload more than one file)

[CHAMBER LETTER.pdf](#)

Filename: CHAMBER LETTER.pdf **Size:** 65.2 kB

[County Library support letter.pdf](#)

Filename: County Library support letter.pdf **Size:** 566.2 kB

[LETTER CAROLS KIDZ.pdf](#)

Filename: LETTER CAROLS KIDZ.pdf **Size:** 16.7 kB

[LFC Letter of Support for L4GA.pdf](#)

Filename: LFC Letter of Support for L4GA.pdf **Size:** 26.7 kB

[RESA.pdf](#)

Filename: RESA.pdf **Size:** 91.3 kB

[VSU Letter of Support.pdf](#)

Filename: VSU Letter of Support.pdf **Size:** 38.5 kB

[Youth Impact support Letter.pdf](#)

Filename: Youth Impact support Letter.pdf **Size:** 427.5 kB

[LanierCountyReferences.pdf](#)

Filename: LanierCountyReferences.pdf **Size:** 305.6 kB

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Lanier County School System
School or Center Name	PrK
System ID	686
School ID	0001

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

4

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Amanda Gaither
Position	Pre-K Site Director
Email	amanda.gaither@lanier.k12.ga.us
Phone	229-482-3580

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Amanda Gaither
Position	Pre-K Site Director/Assistant Principal
Email	amanda.gaither@lanier.k12.ga.us
Phone	229-482-3580

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 8 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[LanierCountyB5LitPlan](#)

Filename: LanierCountyB5LitPlan.pdf **Size:** 699.0 kB

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

Georgia Pre-K/LCPS		
<p>Overview</p> <ul style="list-style-type: none"> ● Georgia Pre-K (Lottery funded) ● 88 Pre-K Students ● 21% African American ● 71% White ● 6% Hispanic ● 9% other ● 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> ● 4 teachers Pre-K ● 5 Pre-K Paraprofessionals ● Counselor ● Nurse ● 1 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● Public Library ● Extra-curricular/sports Opportunities
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Lynn Vickers – Principal ● Amanda Gaither – Assistant Principal ● Serena Moore – Guidance Counselor ● Courtney Walker – Instructional Lead Teacher ● Karen Carter – Pre-K Lead ● Carrie Courson – Kindergarten ● Sena Pike – Media Specialist ● Cheryl Powel – Title 1 PFE Coordinator ● Ashley Schade – 1st grade lead ● Deanna Courson – 2nd grade 	<p>Community Assets</p> <ul style="list-style-type: none"> ● Youth IMPACT Center ● Lanier Ministerial Association ● Civic Organizations ● Miller Lakeland Public Library ● Lakeland/Lanier Chamber of Commerce ● Childcare Providers ● Lanier County Health Department ● South Georgia Medical Center Lanier Campus ● Lanier County Family Connection ● Lanier County Head Start ● Wiregrass Technical College ● Lanier UGA Extension Service ● Lanier County Development Authority 	<p>Past Instructional Initiatives (LCPS)</p> <ul style="list-style-type: none"> ● Georgia Early Learning and Development Standards (GELDS) Implementation ● Supportive Services ● RTI ● Bright from the Start Guidelines
<p>Current Instructional Initiatives (LCPS)</p> <ul style="list-style-type: none"> ● PBIS ● Daily Learning ● Georgia Early Learning and Developmental Standards (GELDS) Implementation ● Bright from the Start Guidelines ● RTI ● Supportive Services ● Early Literacy Media Exploration 	<p>PL Needs</p> <ul style="list-style-type: none"> ● Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas. ● Differentiated instructional strategies. ● Assisting students with significant reading/writing delays. ● Integrating technology into classroom instruction. ● Developing activities/lessons/units that fully integrate GSE rigor/academic challenge ● Computer based training for literacy. 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> ● Need for a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing. ● Provide all stakeholders with PL necessary to help children become proficient in literacy. ● Provide training, technology, and resources to meet the evolving needs of students. ● Promote literacy awareness throughout the system and community. ● Collaborate with CPRESA Wrap Around Specialist.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

	<ul style="list-style-type: none"> • Analyzing/using data to make decisions regarding academic placement and progress, especially pertaining to RTI. 	<ul style="list-style-type: none"> • Provide/distribute literacy resources to families throughout the community.
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The community’s commitment to investing in birth to 5 literacy is fundamental in preparing our youth for their future. Stakeholders must be actively involved in developing goals and implementing a plan towards our vision for Birth-5 literacy in Lakeland, GA. It is imperative we begin collaborating with and educating stakeholders regarding early literacy practices to prevent children from entering school lacking prerequisite literacy skills.

The Birth – 5 Community Literacy Team

- Kelly Page - District Literacy Coordinator
- Amy Griffin – Lanier County Family Connection
- Tiwanna Vickers – Lanier County Head Start Director
- Carol Browning – Carols Kids Learning Center
- Buffy Holbrook – Pre-K Director
- Amanda Gaither- School Level Pre-K Site Director
- Karen Carter - LCPS PreK Teacher
- Crystal Allen- LCPS SPED Lead Teacher
- Dana Carney – Lanier UGA Extension
- Kati Cosby – Bright from the Start Community Coordinator
- Judy Threlkeld - Babies Can’t Wait
- Courtney Walker – Instructional Lead Teacher
- Sena Pike – Media Specialist

Please note the following acronyms will be used throughout this Literacy Plan:

- *LCS – Lanier County Schools
- *LCPS – Lanier County Primary School
- *PA – Phonological Awareness
- *DLC – District Literacy Coordinator
- *BFTS – Bright from the Start
- *LCFC – Lanier County Family Connection
- *GGR – Get Georgia Reading
- *DLT - District Leadership Team

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

Building Block (BB)1: Engaged Leadership

A. Action: Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

Currently, leaders from the school system and community show great support for the Pre-K program. The volunteers from Lanier County Family Connection, high school students and community volunteers help create a positive learning climate, enhancing the success of our students by volunteering in the classroom and making donations that support student engagement. In order to reach students in the birth-five category before they enter LCPS, we must identify other stakeholders for our team- government agencies, health departments, churches, local pediatricians, daycares, etc. Although we have had numerous literacy-based initiatives, LCS recognizes the importance of birth to five reading initiatives and has included these at a high priority in the District Literacy Plan. While literacy is the major focus of the DLT, the emphasis on EARLY literacy has been deficient due to a lack of funding, collaboration, and a clear plan of action.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A newly appointed Birth to 5 Literacy Team 2. (4) Pre-K Quality Rated Classes 3. (2) Head Start Classes 4. LCFC and Community Volunteers 5. Miller Lakeland Library 6. Head Start-Quality Rated 7. Carols Kidz-Quality Rated 8. Get Georgia Reading Community 9. National Center for Literacy Member 10. Lanier County UGA Extension Service 	<ol style="list-style-type: none"> 1. Develop/Provide workshops on: proper nutrition, phonological awareness, oral language, and read-a-louds. 2. Administrators and teachers participate in PL to support/promote Birth to 5 literacy. 3. Identify additional community stakeholders for Birth to 5 Literacy Team. 4. Implement daily read-a-louds to increase vocabulary. 5. Build continuity among all pre-school, Pre-K and Kindergarten programs. 6. Educate individuals and the community on the 4 pillars for GGR: Language Nutrition, Access, Positive Learning Climate, Teacher Preparation & Effectiveness. 	<ol style="list-style-type: none"> 1. Identify and train future leaders. 2. Provide ongoing PL for Birth to 5 Literacy Team to educate stakeholders and train individuals on the 5 pillars of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. 3. Strengthen relationships between the schools and early childcare providers by offering frequent trainings/meetings. 4. Action plan to cover all pillars for GGR in the community.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

Building Block (BB)2: Continuity of Care and Instruction		
A. Action: An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.		
A newly appointed Birth to 5 Literacy Team is in place that will promote and focus on Birth-5 Literacy. Lanier County Schools' DLC conducts PLC's to ensure there is a consistent literacy focus across all teams for vertical alignment. Although LCS has been involved with several literacy initiatives, there has been very little collaboration with outside entities or parents of children who are not enrolled in school. Therefore, LCS will develop and implement a plan to reach as many stakeholders as possible and educate them on early literacy.		
<ol style="list-style-type: none"> 1. Books and Pajama Family Fun Night 2. Little Free Book Houses 3. Literacy Week 4. Read Across America 5. Community Day 6. Kindergarten Round-Up 7. Parent Orientation 8. Pre-K Registration 	<ol style="list-style-type: none"> 1. Hold collaboration meetings with the Birth to 5 Literacy Team. 2. Assign individuals/committee members to work on specific areas of need including nutrition and parent/adult involvement. 3. Plan PL to align with each type of need for all stakeholders. 4. Promote the value of communication and oral language through Ready4K texting app. 5. Plan interventions to increase physical and emotional health for B-5. 	<ol style="list-style-type: none"> 1. Use L4GA funding for books and printed materials. 2. Develop a long-range plan to fully implement "Books for Babies". 3. Partner with local leaders, civic organizations, and Lanier Family Connection to promote sustainability of interest, support, and funding.
B. Action: A plan is in place to ensure smooth transitions from one school or agency to another.		
LCPS holds Pre-K registration, Pre-K Orientation, Kindergarten Round-up for families in the community. In order to provide smooth transitions, it will be vital for LCPS to provide more opportunities to work with families before their children enter the school system.		
<ol style="list-style-type: none"> 1. Pre-K meetings to identify concepts/skills needed to meet expectations in GSE through the use of research-based strategies/appropriate 	<ol style="list-style-type: none"> 1. Organize a transition team consisting of daycare managers, Pre-K Director, Primary School Principal, Head Start Director, Pre-K and Kindergarten 	<ol style="list-style-type: none"> 1. Utilize the Baby Bulldog Program to expand outreach to families of children entering Pre-K. 2. Plan school-wide annual literacy celebration.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

<p>resources to support student learning of the GSE.</p> <ol style="list-style-type: none"> 2. Kindergarten Round-up 3. Babies Can't Wait partnership 	<p>teachers, and parent/community members.</p> <ol style="list-style-type: none"> 2. Incorporate all types of literacy into curriculum using print and non-print resources. 3. Provide workshops for parents who have kids entering Pre-K. 4. Develop a Baby Bulldog Program. 5. Promote registration/Kindergarten Round-up throughout the community. 6. Continue partnership with Babies Can't Wait. 	<ol style="list-style-type: none"> 3. Guide students to focus on their own improvement. 4. Provide Head Start and Day Care with printed materials about Literacy Events at LCPS.
<p>C. Action: a plan is in place to connect families to schools and childcare entities.</p>		
<p>Lanier County has a child poverty rate of 30% and 79.5% of our 3- and 4-year old's are not attending preschool in Lanier County. LCS realizes that a crucial aspect of connecting parents to quality rated childcare and early education programs is by helping parents understand language nutrition is crucial for laying the foundation for future academic success. Lanier County Family Connection has a literacy team, but currently does not have a plan in place to connect families to quality rated childcare or to the school. Because of the transportation barrier, the plan of action is designed as an outreach program to bring literacy resources to our neighborhoods, churches and local daycares.</p>		
<ol style="list-style-type: none"> 1. Pre-K parent orientation 2. Local Newspaper 3. LCS Website 4. Lanier Family Connection Literacy Team 5. LFC social media pages 6. LFC website 7. Kindergarten Round-up 	<ol style="list-style-type: none"> 1. Create materials to be distributed by Lanier Family Connection Safe Care employees. 2. Develop a social media campaign. 3. Develop a Baby Bulldog team to recruit families with young children and provide them with needed resources. 4. Provide quarterly updates at Ministerial Association Meetings. 5. Distribute Kindergarten registration information to Pre-K, Kindergarten, Head Start, and day care facilities. 	<ol style="list-style-type: none"> 1. Expand the Baby Bulldog Program to provide interventions in the home. 2. Add wrap-around services and connections to Kindergarten registration/Round-up activities.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

D. Action: A plan is in place to connect community to schools.		
Lanier County Schools invites community members and parents to Leadership Meetings and Data Retreats in an effort to improve school/community relationships. In the future, LCS superintendent will meet with organizations such as the Lion’s Club and the Chamber of Commerce.		
<ol style="list-style-type: none"> 1. Superintendent updates the Chamber of Commerce, LFC, and Lions Club. 	<ol style="list-style-type: none"> 1. Expand DLT to include community stakeholders. 2. Create and distribute literacy resources. 3. Create an email/text distribution list to inform parents of meetings and PL opportunities. 4. Utilize Kindergarten Round-up to connect families to the school. 	<ol style="list-style-type: none"> 1. Implement Reading Buddies Outreach. 2. Continue with email/text distribution. 3. Continue DLT meetings with expanded stakeholder involvement.
E. Action: A plan is in place to improve access for families to resources for developing early literacy in their homes.		
Unfortunately, many children come to pre-k and kindergarten with a lack of language development partially due to limited parent/family conversations. This is evident from pre-assessments given to each child upon entering Pre-K. Many Lanier County students do not have literacy support at home and begin school lacking foundational literacy skills.		
<ol style="list-style-type: none"> 1. LFC Safe Care Program Referrals 2. Books on Break 3. Little Free Libraries 4. Lunch and Learns 	<ol style="list-style-type: none"> 1. Identify barriers that prevent families from participating in trainings (transportation). 2. Provide strategically placed literacy resources, training, and support to parents. 3. Expand classroom libraries. 4. Expand Little Free Libraries. 5. Provide translator at PL and parent meetings for families with language barriers. 	<ol style="list-style-type: none"> 1. Develop mobile book lab. 2. Promote technology use at community centers. 3. Conduct home visits to distribute books and literacy resources. 4. Utilize Safe Care in home program to distribute literacy resources.

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Building Block (BB)3: Ongoing Formative and Summative Assessments.		
A. Action: The infrastructure is in place for full implementation of screening and diagnostic assessments.		
Pre-K has participated in the universal screening process. The screening tools that were used were DIAL-4, BDI-2, PLS-5, DP-3, DAS-2, GFTA-3. The results are used to identify developmental needs/delays and develop intervention plans. Intervention plans and Special Education Services are then provided.		
<ol style="list-style-type: none"> 1. Developmental Indicators for the Assessment of Learning 4th Edition (DIAL-4) 2. Battelle Developmental Inventory (BDI-2) 3. Preschool Language Scales 5th Edition (PLS-5) 4. Developmental Profile 3rd Edition (DP-3) 5. Differential Ability Scales 2nd Edition (DAS-2) 6. Goldman Fristoe Test of Articulation 3rd Edition (GFTA-3) 7. Screening and Assessment Calendar 	<ol style="list-style-type: none"> 1. Administer Spanish versions of assessments for English Language Learners. 2. Utilize screeners that assess early literacy skills. 	<ol style="list-style-type: none"> 1. Collaborative review to analyze data. 2. Collaboration to review strategies for interventions. 3. Develop on-going improvement plans.
B. Action: The results of formative assessments are used to adjust intervention to meet the needs of children and students.		
When awarded the L4GA grant, additional progress monitoring tools will be purchased to guide teachers in adjusting interventions as needed, and strategies will be identified to reach B-5 through the local health departments, Head Start, and other stakeholders. Currently, Lanier County Pre-K teachers use the state-mandated Work Sampling Online (WSO) to document the progress of students in their classrooms. The teachers are required to enter data weekly and complete an online narrative summary at parent conferences twice a year.		
<ol style="list-style-type: none"> 1. Daily assessment entered on WSO 2. Weekly checklist of foundational skills 	<ol style="list-style-type: none"> 1. Provide PL for new assessments. 	

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

<ol style="list-style-type: none"> 3. Portfolio of student work 4. Bi-weekly data analysis 	<ol style="list-style-type: none"> 2. Provide PL on strategies to address deficits. 3. Provide PL for error analysis of benchmark data and best interventions before progress monitoring. 4. Strengthen all teachers' understanding of standards and best practices for early reading instruction. 	<ol style="list-style-type: none"> 1. Ensure teacher understanding of effective formative assessments and use of data. 2. Deepen teacher knowledge of standards. 3. Deepen teacher knowledge of explicit instruction/teaching prior to progress monitoring.
<p>C. Action: Summative assessments are used to determine effectiveness of interventions or instructional programs.</p>		
<p>Lanier County Birth to 5 recognizes a need to effectively use data from summative assessments in order to provide the best instruction for our students. Lanier County Pre-K currently uses the WSO program to assess students' proficiency in 73 indicators within seven learning domains.</p>		
<ol style="list-style-type: none"> 1. Weekly checklist 2. Entries to WSO 3. Portfolios 	<ol style="list-style-type: none"> 1. Provide PL to address data. 2. Provide PL for targeted strategies. 3. Create targeted assessment to address specific indicators. 4. Provide PL for foundational skills. 5. Create a "20 Day Plan" for literacy instruction aligned to standards. 	<ol style="list-style-type: none"> 1. Ensure teacher understanding of effective summative assessment and use of data. 2. Develop teacher understanding of data collection, analysis, and application to inform instructional practices.
<p>D. Action: Literacy screenings are used to assess readiness of individual children for reading and writing.</p>		
<p>Since most children in Lanier County come from literacy and language deficient homes, there is an urgency to identify weaknesses and intervene immediately to "make up for lost time." This is especially true for children who fall in the B-5 category. Many parents do not understand the importance of literacy and rely on schools to be the sole provider of their child's education.</p>		
<ol style="list-style-type: none"> 1. Developmental Indicators for the Assessment of Learning 4th Edition (DIAL-4) 	<ol style="list-style-type: none"> 1. Provide PL for interpreting the data. 2. Conduct Error analysis for new screeners. 	<ol style="list-style-type: none"> 1. Utilize a school-wide assessment team to conduct screenings.

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<ol style="list-style-type: none"> 2. Battelle Developmental Inventory (BDI-2) 3. Preschool Language Scales 5th Edition (PLS-5) 4. Developmental Profile 3rd Edition (DP-3) 5. Differential Ability Scales 2nd Edition (DAS-2) 6. Goldman Fristoe Test of Articulation 3rd Edition (GFTA-3) 7. Screening and Assessment Calendar 	<ol style="list-style-type: none"> 3. Screen and begin interventions within the first 2 weeks of school. 4. Improve parent awareness of early literacy development. 5. Provide parents with early literacy resources to utilize at home. 	
Building Block (BB)4: Best Practices in Literacy Instruction		
A. Action: Instruction is clearly and consistently aligned with GELDS, Head Start Child Development, and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.		
Lanier County Pre-K has a system in place to review lesson plans (by administrator) with feedback provided using the Instructional Quality Guide for Planning and Instruction (IQ Guides). Teachers must reference the GELDS (GA Early Learning Development Standards) explicitly for each planned activity. Daily schedules are posted to reflect instructional times.		
<ol style="list-style-type: none"> 1. WSO trainings 2. IQ guides 3. Required PL 4. Weekly PLC/common planning meetings 5. Parent Meetings 	<ol style="list-style-type: none"> 1. Provide PL for parents and teachers. 2. Observe frequently to ensure systematic, explicit instruction aligned to GELDS. 	<ol style="list-style-type: none"> 1. Create exemplar lesson plans as a guide for early learner providers.
B. Action: Evidence -based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing and oral language.		
The development of language skills is paramount in all B-5 as well as Pre-K activities. Quality training would ensure that research-based instructional strategies for developing oral language, phonological awareness, concepts of print, and alphabet knowledge-based skills are implemented in birth-five classrooms.		

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<ol style="list-style-type: none"> 1. Instructional Quality (IQ)guides 2. Daily Schedule 3. Planning instruction 4. Trainings provided by Georgia Professional Development System 	<ol style="list-style-type: none"> 1. Deliver explicit PL (research-based reading instruction, phonological awareness, concepts of print, alphabet knowledge, vocabulary, writing, and oral language). 2. Implement research-based reading practices for oral language development for B-5. 3. Model best reading practices in all Pre-K classrooms as well as community daycares. 4. Collaborate with the Speech and Language Pathologist (SLP) to identify research-based reading strategies for oral language. 	<ol style="list-style-type: none"> 1. Revise B-5 Stakeholder PL plans based on past PL effectiveness data.
<p>C. Action: High expectations, grounded in developmentally appropriate practice with a focus on student interest for all learners, are consistently evident.</p>		
<p>Lanier County Pre-K recognizes best practices and high expectations as a key part of the foundation for student success.</p>		
<ol style="list-style-type: none"> 1. Bright from the Start Consultant 2. Class observations from consultant and administration 3. “Daily Learning” small groups 4. Student exposure to reading material through the checkout process in the school media center 	<ol style="list-style-type: none"> 1. Provide PL on data utilization to facilitate continuous program improvement (CPI). 2. Conduct peer observations. 3. Monitor consistency of PL for best practices/high expectations/learning styles. 4. Create a library for Pre-K students that include books that are developmentally appropriate. 	<ol style="list-style-type: none"> 1. Focus creatively on providing students with meaningful literacy experiences through exposure.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

Building Block (BB)5: System of Tiered Intervention		
A. Action: Infrastructure for system of tiered- intervention based on screening and guided by progress monitoring is in place.		
Lanier County Schools’ Pre-K RTI system is functional. Lanier County understands that when working with the birth-five population, one must consider that weaknesses identified through universal literacy screenings may be a result of an underlying developmental delay.		
<ol style="list-style-type: none"> 1. Bright From the Start (BFTS) guidelines 2. Current Ear, Eye, Dental, and Nutrition (EEDN) 3. DIAL-4 screener results for targeted interventions 4. Quarterly data meetings 	<ol style="list-style-type: none"> 1. Monitor EEDNs for possible reassessments. 2. Use baseline data to plan strategies. 3. Plan targeted lessons based on student needs and progress monitor weekly. 4. Document all progress monitoring data and analyze/adjust strategies as needed. 5. Provide RTI process and intervention training to Pre-K staff. 	<ol style="list-style-type: none"> 1. Convene weekly grade level meetings to discuss research-based strategies targeting specific areas of need. 2. Continue quarterly data meetings.
Building Block(BB) 6: Professional Learning and Resources		
A. Action: Community partners receive professional learning in the development of early literacy.		
Lanier County daycare providers and others who work with B-5 must strengthen professional learning with community partners to ensure that ALL early learners’ needs are met. Lanier County Pre-K recognizes the need for quality professional learning in the area of literacy development and will organize monthly opportunities for professional learning specific to early literacy.		
<ol style="list-style-type: none"> 1. BFTS PL training for all Pre-K staff 2. Quality Rated offers training in daycares to teachers and assistant teachers 	<ol style="list-style-type: none"> 1. Contact B-5 providers and community stakeholders to determine PL needs. 2. Provide PL for B-5 providers and community stakeholders. 3. Provide B-5 instructional materials and resources in parents’ native language. 	<ol style="list-style-type: none"> 1. Create mobile literacy kits for community dispersal. 2. Consult with CPRESA Wrap Around coordinator.

Lanier County Schools, Lanier Birth to Five: School Literacy Plan

B. Action: In-service personnel receive professional learning in the development of early literacy.		
Pre-K personnel are required to participate in local in-service sessions, including a Pre-K staff orientation, site director orientation, and early literacy workshops.		
<ol style="list-style-type: none"> 1. Bright from the Start PL (GELDS, WSO, behavior management, and parent communication) 2. Pre-K staff orientation, site director training and early literacy workshops 	<ol style="list-style-type: none"> 1. Collect and analyze student and teacher data to target specific needs. 2. Provide PL on developmental milestones and literacy development. 3. Provide access to early education and books. 4. Increase awareness of verbal and non-verbal communication related to language skills. 5. Provide PL specific to the areas of: oral language, phonological awareness, concepts of print, alphabet knowledge and vocabulary. 	<ol style="list-style-type: none"> 1. Utilize evidenced-based interventions for early literacy. 2. Implement instructional strategies for oral language and writing.

Conflict of Interest & Disclosure Policy

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)

Anita Watson, Superintendent
Typed Name of Fiscal Agency Head and Position Title

February 7, 2020
Date

Signature of Applicant's Authorized Agency Head (required)

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

February 7, 2020

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)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Kelly B. Page

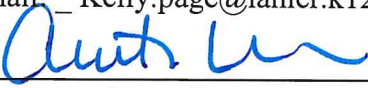
Position/Title of Fiscal Agent's Contact Person: Associate Superintendent of C & I

Address: 247 S Highway 221

City: Lakeland Zip: 31635

Telephone: (229) 482-3966 Fax: (229) 482-3020

E-mail: Kelly.page@lanier.k12.ga.us



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

Anita Watson

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

February 7, 2020

Date (required)

Lanier County will make professional learning a priority. Funds directed toward professional development result in the greatest student gains on standardized testing (Why, p. 141). Therefore, Lanier will use these funds to obtain strong professional learning for all stakeholders. Lanier has participated in a variety of workshops, trainings, on-line courses and book studies. However, we have not had an intentional focus. Therefore, we believe that by increasing our focus on literacy and by actively involving our academic instructional coaches and all stakeholders, we will be able to make a difference. Each school plan in section eight has professional learning as a priority.

This year, academic instructional coaches are in each school to facilitate professional learning and coaching. These coaches are viable members of the data team meetings along with the administration. Currently, professional learning has only been led by the district, some school based PL, RESA and a math consultant for the high school. As revealed by our needs assessment data and teacher surveys, a focused literacy professional learning plan is needed for consistency and set expectations for evidence-based instruction. As we move to a literacy centered culture, all schools will support the professional learning plan set by the district. Since Lanier is truly a small one feeder pattern district, it will make the effectiveness of our plan more successful.

Lanier County School District employs a full-time social worker/family engagement coordinator. She works closely with all schools and the community. This year she has established mobile books in her automobile. When she visits families, she will ask the question, "Do you have books?" Having multiple books is a problem due to the lack of funding. Receiving this grant can assist in the purchase of many books for our birth to 5 children in our community. Our youth involved with the Leadership Lanier program will be able to assemble the mobile literacy bags.

As a recipient of L4GA grant, we will send teams from each school with administrators to face-to-face professional learning and then follow up with site-based professional learning communities, peer coaching, monitoring, and collaborative planning time. Having literacy consultants train stakeholders who work with students in all areas, will assist with achieving this priority. We welcome the opportunity to attend institutes that are offered through the L4GA partnership to learn more about effective evidence-based practices to support our literacy efforts in Lanier County. GaDOE offers the Formative Instructional Practices (FIP). These modules of learning support our professional learning and implementation plans. Local PL will support our priority goal through L4GA. Lanier is fortunate to have receive support from Coastal Plains RESA. Another benefit of this grant, will be to possibly purchase Growing Readers for our primary school. Growing Readers perfectly aligns and supports the direction of balanced literacy through workshop models. Other local professional learning is conducted weekly by instructional coaches through professional learning communities in each school. The majority of the professional learning session planned over the next five years of balanced literacy implementation will be delivered by the literacy consultants, RESA consultant, and academic coaches.

Individual coaching and modeling will be conducted as additional support. With a literacy centered culture, all teachers and caregivers are literacy teachers (early care and learning providers, CTAE, Special Education teachers, all content teachers). There will be specific sessions targeted to meet the needs of each team as well as community partners and parents throughout the implementation process. Teachers, assistant teachers, and administrators along with our community childcare providers attend training sessions provided by Bright from the Start that align to the needs of their Pre-K or 3 and 4-year-old children. Teachers and administrators working with early childcare will be invited to attend applicable professional learning session provided by the literacy specialist/academic coaches. Principals and academic instructional coaches will conduct walkthroughs for fidelity checks to monitor implementation of evidence-based practices learned during PLCs. Periodically, the superintendent and curriculum director will conduct walkthroughs. Written feedback is provided following each school visit. The data collected is used to celebrate growth and implementation, determine additional individual coaching needs, and to provide a reflection on professional learning delivery. In addition to determining effectiveness of professional learning through observing and supporting job-embedded practices of implementation and coaching will be to establish next steps.

As required by GaPSC, each certified employee will have an individual professional learning goal which is developed yearly based on the employee's needs. This will continue to reinforce the priority of professional learning for our educators within our district. Our L4GA plan will be the singular plan for all literacy related professional learning to avoid layering conflicting professional learning opportunities. With the community and schools planning together and implementing prescriptive literacy professional learning and the vertical team alignment, it will impact this school district greatly. Professional learning for all stakeholders will be a non-negotiable for Lanier.

The grant manager will need additional professional learning. Therefore, the grant manager will need to attend the GAEL Leadership Institute for extensive training on the L4GA grant for at least the first year. The Lanier grant manager will meet with other grant managers in the Coastal Plains RESA for continued professional learning throughout this process.

Data Analysis

Administrators and teachers in Lanier County Schools understand that assessments are imperative for the improvement of student achievement. Teachers adjust instruction according to student assessment data. A variety of assessments are used throughout the school year to measure student progress on state standards. Historical data for students is also utilized in planning for intervention discussions.

Currently, the primary use of assessment data is to help teachers to identify students with academic deficits as well as those who demonstrate significant strengths and adjust instruction in order to meet their needs. Lanier County Schools does not utilize community level data such as poverty, percentage of children not attending Pre-K, percentage of children in single parent homes, educational level of parents, enrollment in state/federal assistance programs, and other data that would represent many of the obstacles teachers face as they strive to meet the academic needs of students. Community stakeholders are invited to an end of the year data review to develop school improvement goals, but are not involved in progress monitoring of data throughout the school year. In the future, the value of community feedback during the school year may be a valuable component to add to our data process. As we continue to monitor student data, this will be a great asset in meeting needs of our current and future students that we need to utilize.

Community Assets

The following community partnerships are identified to provide connections in developing literacy between the school and community.

- Lanier County Headstart
- Carol's Kidz
- Lanier County Library
- Family Connections
- Lanier County Chamber of Commerce
- Lanier County Development Authority

Current Assessment Plan

Assessment	Purpose	Grades	Skills Measured	Test Frequency
Formative Assessments (teacher-made, Moby Max, USA Test Prep)	Progress Monitoring	K-12	GSE	August-May; Times vary
Summative Assessments (teacher made, EOG, EOC,GAA)	Assess student proficiency on grade level standards	K-12	GSE	Upon Completion of Unit-Times Vary (August-May); (April) EOC (Dec & May) GAA , Reporting on time per year
Reading and Math Universal Screeners (STAR Reading, STAR Math, MAP)	Diagnostic Identify students in need of intervention Progress Monitoring	K-12	Fluency; Comprehension; Math Computation	August, October, January, March, & May
GKIDS	Measure/monitor mastery of skills	K	GSE	Baseline and quarterly
ACCESS of ELLs	Screener/Diagnostic	K-12	Language	One time a year

Estimated cost for assessments is approximately \$90,000 this past year. However, this does not include new assessments, such as, DIBELS.

Current Data Analysis Practices

All teachers in Lanier County Schools participate in Professional Learning Communities (PLC) throughout the school year to analyze assessment data, discuss student performance, and determine next steps to increasing student achievement. Using student data to drive instruction is a focus at all schools for all teachers.

Quarterly Response to Intervention (RTI) meetings are held and teachers use various student data (grades, universal screeners, discipline log, attendance) to determine students in need of interventions. Teachers use universal screeners in reading and math to identify students performing below grade level on grade level standards. Interventions are put in place to develop a foundation for mastery of the weak standard. Students are assessed frequently in classes using both formative and summative assessments. Through the analysis of assessment data, teachers

guide instruction in each class by designing their instruction to meet the needs of students performing weak and strong in each standard.

Administrators at all schools conduct a quarterly data review with their staffs. Attendance, discipline, achievement, and universal screening data are disaggregated into different subgroups. School administrators present to the district administrators and other principals. Then, next steps are established to improve areas of need.

Lanier County Schools conducts a district data review every May to analyze the previous year's data and create action plans for school improvement based on the data. Yearly universal screener results, Georgia Milestones results, attendance data, discipline data, and academic data are disaggregated by subgroups. Community stakeholders and parents are invited to attend. Staff and parent surveys are also used to establish areas of strengths and areas of weaknesses.

Improved Plan for Assessment/Data Analysis

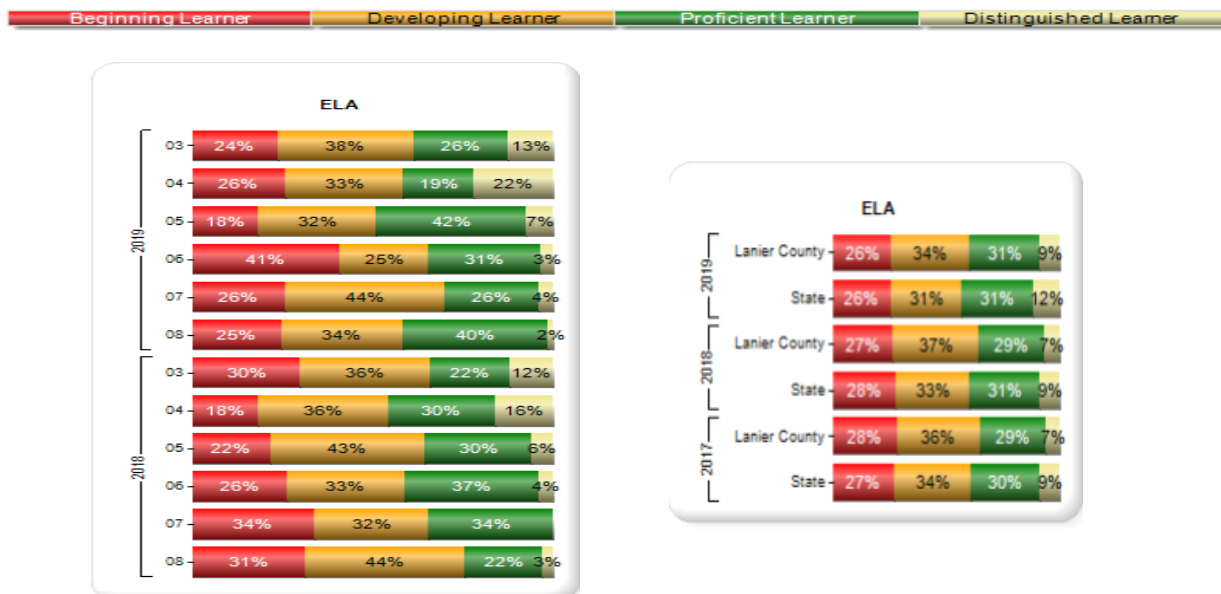
- Data representing “the whole child” will be utilized: formative, summative, progress monitoring assessment data; community level data; anecdotal data in student records
- Invite community partners to data meetings for participation in progress monitoring of data and establishment of next steps
- Expand opportunities for parent involvement in discussion of assessment data and interpreting individual student assessment results.
- Extend invitations to all stakeholders to participate in professional learning opportunities related to literacy, assessment, data analysis, and other topics as deemed appropriate.

LEA – Needs Assessment and Root Cause Analysis

Need for L4GA Grant for Birth-5 and K-12

Before understanding the needs assessment process and root cause analysis, one must truly understand the poverty level and the unique situation of past administrators in this county. As previously stated there are multiple reasons and many needs for Lanier County to receive this grant. One significant reason is the high turnover in superintendents and principals. During the last three years, three different superintendents have led the district, and the average tenure of principals has been two years. This constantly changing leadership has led to a feeling of instability and inconsistency across the district. This is magnified at the high school where a teacher turnover rate of 25% is not uncommon year to year. The need to provide a sense of stability, unity, and sustainability is a priority at the district level. Creating professional sustainability with leaders and all stakeholders will help to grow trust between the district, school administrators, teachers and community stakeholders. Second, district ELA scores continue to be stagnant in some areas and drop in other areas. “Nearly three-quarters of children who are poor readers in third grade remain poor readers throughout high school. These children are more likely to drop out of school and struggle to ever find self-sustaining employment.” In Georgia, 65% of third graders can’t read proficiently” (www.readrightfromthestart.org). Research shows a direct correlation between high poverty and low literacy rates in the United States. Lanier county faces these challenges daily. The tables below show the ELA data on our end-of-course test (EOG). During the past three years there have been very little changes in our overall ELA scores, and all grade levels show a significant need for improvement.

ELA scores on the EOG for 2017-2019



Description of Needs Assessment Process

Lanier’s District Leadership Team (DLT) consists of each school’s principal and all district department heads. (This includes technology, maintenance, school police, food nutrition, associate

superintendents and the superintendent.) This group meets on a monthly basis to review progress toward goals and discuss school and district needs. In June, the DLT holds a data retreat that involves all stakeholders including parents and community representatives. The team utilizes the 5 Whys for root cause analysis. Lanier's district needs are determined using survey information, GMAS, STAR, SLDS, CCRPI and other perception data.

After reviewing the recent Needs Assessment Survey, two overarching needs were identified along with root causes. (2020 Needs Assessment, 2019-20 CLIP)

1. Overarching Need: Improve teaching and learning practices to meet the academic targets for all students and subgroups.

Root Causes:

- Lack of rigor and developmentally appropriate practices/instruction
- Poverty and low expectations
- Teachers need assistance when working with low performing sub-groups
- Lack of effective implementation and monitoring of professional learning to strengthen professional capacity

2. Overarching Need: Improve overall culture and climate at all schools across the district.

Root Causes:

- Lack of relationships, rigor, and relevance to support all stakeholders
- Lack of consistent practices and procedures for attendance and discipline
- Lack of consistent, clear, and supportive communication with all stakeholders (parents, students, teachers, and community)

The L4GA literacy plans directly address the root causes associated with the need for improved proficiency in instruction. In addition to all of the data reviewed during this process, we are collaborating with the Lanier Family Connection Partnership, Lakeland community, Coastal Plains RESA, Headstart, the Lanier County Public Library, childcare and VSU. We have used the Coherent Instructional System as our guide throughout this process. (GaDOE 2018) The information below is evidence of our work on this system:

Coherent Instructional System – Lanier County does not have an instructional framework in place for Language Arts. Each school is allowed to have total autonomy to adhere to the state standards and assess students as the school chooses. The district needs to implement processes/protocols and monitor in a more effective way.

Past Instructional Initiatives –

- Learning Focused Instruction
- Thinking Maps
- Poverty Training
- Accelerated Reader
- Depth of Knowledge Training

Current Instructional Initiatives –

- Academic Coaches K-12
- PBIS
- Saxon Phonics
- MAPS
- STAR
- Accelerated Reader
- Focus Walks
- Vocabulary PL
- Small Group Initiatives
- Student Interventions during ELT
- Georgia Credit Recovery

Community and Family Engagement/Empowerment – Lanier is a member of the Get Georgia Reading Campaign. The primary and elementary schools have put library boxes (cute small wooden houses built by the high schools CTAE) outside of the schools. Students can check out books on the honor system. The school district and the community need to strengthen their relationship, and the L4GA grant can be the conduit to make this happen.

- Youth Impact Center
- Area Churches provide youth nights
- Literacy Parent Nights at all Schools
- Local police department shares teddybears/book with the community children in need.

Engaged Leadership –

- Development of a leadership program through a partnership with GOSA, Governor's Leadership Academy
- Monthly District Leadership Team Meetings
- Lanier Leadership Youth
- Leadership Lanier (Adults)

Positive Learning Environment –

School Climate Ratings over the past three years:

School	2017	2018	2019
Lanier County Primary School	4	5	5
Lanier County Elementary School	4	4	4
Lanier County Middle School	4	5	4
Lanier County High School	3	5	5

(GaDOE, CCRPI, 2017-2019)

- School Counselors are at each school
- Safety Walks conducted multiple times per year
- School Resource Officers are present at each school
- PBIS implemented
- Transportation is provided to the Youth Impact Center
- School Social Worker

Professional Capacity –

- Common planning time is provided for grade levels and departments
- Additional release time is provided for peer observations
- Continue to develop strong PLCs
- Job embedded PL

Lanier County Schools has developed the *Literacy for ALL* that will encompass Birth to 12. Therefore, Lanier County will have one main goal, *Literacy for All*, that is explained in details below. The stakeholders will utilize best practices from research for curriculum and instruction. The main building blocks are addressed below from the needs assessment, root cause analysis and literacy committee meetings. The basic who, what, when and how have been implemented into this plan. The literacy plans for Birth to 5 and all schools have details/specifics in their own individual plans in section eight.

Implementation Plan for Lanier County

Leadership(BB1)/Literacy for All – The Goal:
Rationale: More than 50% of Lanier Students demonstrated beginning and developing grade level proficiency on ELA across all grade levels for the past three years. (GMAS, 2017-2019)
Objective: To improve students’ GMAS scores and Lexile scores.
Strategies/Activities: All stakeholders assist in developing/revising B-12 literacy plans. Solicit community literacy support. Continue PL for academic vocabulary and a strong writing process. Increase teacher knowledge of incorporating literacy instruction into all curriculum content areas. Ensure and monitor expectations and rigor in all classrooms with fidelity.
Support: Utilization of evidenced-based reading practices to support scope and sequence K-8. Develop an instructional literacy model to support and protect instructional time, scheduling, staffing and the coherent framework for instructional practices. More face to face PL during teacher release time and the support of the academic coach. Provide resources that align with standards and grade level expectations. Continue vertical literacy teams for strong PLCs. Provide rigorous units, pacing guides and lesson plans based on the GSE. Provide technology to support the literacy strategies and activities for K-12.
Measurement: Improve EOC/EOG (GMAS)scores. Stakeholders continue to attend literacy activities and workshops. Increase community literacy awareness. PL for developmental appropriate practices in literacy for B-5. Conduct literacy focus walks/feedback to improve daily instruction in all content areas.

Building Block 2: Continuity of Instruction
Build a strong partnership between the school district and the community. This vital piece has been missing for some time. The mistrust issues have caused the building block to fail. With the financial support from the grant and building this key entity will change our children entering school. We should see an immediate improvement in our young children by adding literacy resources in our community. Providing a strong instructional collaboration between schools, daycares, Head start, etc. through much needed professional learning. Lanier will ensure a consistent literacy focus across the curriculum through use of stakeholders and collaborative teams. Writing is a big part of the literacy process and the community has discussed <i>writing around the holidays</i> (monthly) and publishing students’ writing in the newspaper, community stores and bulletin boards.

Building Block 3: Ongoing Formative and Summative Assessments

BB3 will be established by adding structure for ongoing formative and summative assessments to determine need for and intensity of interventions and to evaluate effectiveness of instruction.

Teachers will develop content-area common formative and summative assessments, so that data may be utilized for meeting student' specific needs and subgroups. Professional learning will be needed K-12 to develop next steps with the analyzed data. Release time for special education teachers and Title teachers for planning purposes with the grade levels and department meetings. Academic coaches will assist with data and guiding instructional agendas for meetings. Designate personnel for ensuring fidelity of assessment procedures and timelines. Attendance and minutes will be documented at these meetings.

Building Block 4: Best Practices in Literacy Instruction

All students deserve and should be provided with direct, explicit literacy instruction for all students. Providing clearly aligned literacy instruction with GSE content-area standards.

Professional learning will be provided on literacy instruction within content areas:

- Incorporating non-fiction and fiction texts
- Explicit vocabulary instruction
- Use of content-specific text structures
- Use of content-specific writing
- Evidence-based literacy practices
- Direct comprehension strategy instruction,
- Specialized interventions for struggling readers
- Peer-assisted learning
- Small group reading interventions

Increase teacher capacity to incorporate writing into all curriculum areas. Providing technology for the writing instruction will be very beneficial for students and teachers. Professional learning will be provided for all literacy and technology training.

Building Block 5: System of Tiered Intervention for all Students

The information developed from the school-based data teams will inform the Multi-Tiered System of Support (MTSS) process. RTI team will provide effective intervention resources. Currently, we need to provide more professional learning on RTI protocol and processes to teachers. When deficiencies continue after Tier 2, the team continues to develop a progressive chart that provides diagnostic needs that aligns to specific interventions to meet individual student needs. Strengthening this process should improve in EOC/EOG scores with our tiered students.

Building Block 6: Improved Instruction through Professional Learning

Ensuring pre-service education prepares new teachers for most classroom challenges. Veteran teachers continue to need professional learning on new instruction, classroom management and new instructional strategies and programs. Lanier County lacks adequate funding to hire consultants or purchase outside resources for specific training to fit the needs for ALL teachers/administrators. Growing Readers and Writescore are two evidenced based programs that we need to infuse more rigor into our instructional program. After following up with RESA consultants, peer observations, TKES observations, focus walks and discussing with other district curriculum leaders, we agreed that Lanier needs more intensive care literacy work than the average district. We measure and document through the agendas, paperwork, TKES reports and other monitoring processes. Training Birth to 5 with vertical alignment and best practices will reinforce the overall whole child vision for our community. Lanier will continue with writing across the curriculum. We need to invest into a strong rigorous writing program that has a strong K-8 scope and sequence. Continued professional learning will be determined by data analysis and GSE mastery in all students and continuing to pay attention to subgroups.

Feeder System

Lanier County Schools (LCS) is located in Lakeland, Georgia, within Lanier County. The system consists of a single feeder pattern of four schools: Lanier County Primary School (LCPS, grades Pre-K-2), Lanier County Elementary School (LCES, grades 3-5), Lanier County Middle School (LCMS, grades 6-8), and Lanier County High School (LCHS, grades 9-12). Each of these four schools will be directly involved in the L4GA Grant, and 100% of Lanier County students will be served through this grant. Having only one feeder pattern will be a strong asset for our implementation and will allow us to maintain a high degree of consistency and sustainability. For the purposes of this grant, we will also consider the local childcare facilities and Head Start programs as part of our feeder system. The small number of providers in our community allows us to include a high percentage of partners who work with preschool aged children. This will help us to increase the consistency of implementation as well as to ensure that the changes we see as a result of this grant will be sustained after funding is exhausted. Lanier County believes that with this funding we will be able to significantly raise our community and school literacy rates. As a result, we will continue to see growth in the whole child and test scores will increase in all areas.

Community Served by Lanier County Schools

Established in 1921, the Lanier County School System serves children in Lanier County, a small rural county of 200 square miles located in South Georgia with a population of 10,388 (2017 Census). The system serves approximately 1,700 students in a largely agriculturally-based community. The local school system is the focal point for day-to-day activities and is the largest employer in the county. This fact is evidenced in the local newspapers which promote and highlight students and schools regularly. Parents, grandparents, former students, community members and business owners attend school events and are extremely supportive of school initiatives.

The residents of Lanier County welcome growth and are eager to see improvements in educational opportunities for their students. Within the city and county leadership, as well as the school system leadership, there have been many changes over the past year. A new superintendent, school board member, director of curriculum and instruction, and principal have been hired – all for the 2019-2020 school year. This fresh leadership has brought a literacy focus to the school system, growth to the community, and provided an opportunity for the school system to enhance existing community partnerships and build new ones.

Literacy for learning, living, and leading is not just a need for Georgia, but for Lanier County. Upon review of school district data, reading and writing instruction in pre-k through 12th grade and across all content areas must move front and center to engage, equip, and inspire all students for success in life. Our school system's efforts must have support at home and within the community to address the needs of the whole child so that literacy skills can improve. The funding from L4GA will support the implementation of a balanced literacy initiative in Lanier County Schools by unifying community-driven action with evidence-based instructional practices. We will work toward the goals of this plan with or without funding from L4GA because the focus on literacy for our students and our future students is a critical need. However, this funding will substantially increase the chances of successful and consistent implementation and sustainability of our work.

Identification of LEA-Partnership Partners

Lanier County Schools has engaged multiple community partners in support of this grant application. Each of the partners identified provides birth to five services for future Lanier County students or provides some type of

professional or instructional support for the system. The partners identified represent a comprehensive group that will ensure a seamless progression of literacy development for all children and that all providers have access to high quality professional development based on evidence-based practices and sound literacy instructional theory. The list below outlines the partners and their relationship to the district.

Lanier (Coastal Plains) Head Start – This partner is the only head start provider in the county and serves children ages 3-5. This is a direct feeder to Lanier County Primary School.

Carol’s Kidz – This partner is a Quality-Rated day care provider serving both pre-school and school-aged children. This day care provider is a direct feeder to the head start and the primary school, and many children receive afterschool care here.

Lanier County Library – This partner serves as a literacy center for the district and is the only library in the community. Many students and families access literacy resources from this partner.

Lanier County Family Connections – This partner provides literacy resources for “little libraries” throughout the community. They have been active with the Get Georgia Reading Campaign and have encouraged the “Talk With Me Baby” program in local health facilities. They have provided books and other resources for community and school events and will continue to provide resources and support through this grant partnership.

Lanier County Chamber of Commerce – This partner is a direct supporter of school and district initiatives and serves as a direct link between the school system and local businesses. They are highly engaged in the Leadership Lanier Youth program at the high school and have a clear interest in increasing the educational success of students in order to better support an effective and educated workforce.

Lanier Youth Impact Center – This partner provides after school care for students in grades 2-5 including tutoring, homework support, physical activity, and evening meals. Many of Lanier County’s students attend this program after school, and this center directly contributes to the academic support of students.

Coastal Plains RESA – This partner provides professional learning opportunities for all teachers in Lanier County including training in evidence-based instructional strategies and new teacher induction support. As a part of this grant, this partner would also provide additional training and development opportunities for teachers in the specific area of literacy.

Valdosta State University – This partner is the primary teacher preparation program for Lanier County Schools. They consistently place student teachers in the district and provide instructional support and training for in-service teachers and administrators.

Description of the Feeder System and Population Demographics

Lanier County is home to one public school system enrolling approximately 1,700 students in grades PK – 12. The primary, elementary, middle and high school campuses are within walking distance of each other, and this proximity allows for a high level of collaboration and shared professional development. In fact, the middle and high school are housed in a single building, and the primary school houses grades K-2 as well as the district’s Pre-K program.

Performance Snapshot							
School	Grades	Academic Growth	Progress	Content Mastery	Literacy	Attendance	CCRPI
Lanier County PS	PK-2	10%	N/A	74.2	43%	84%	69.1
Lanier County ES	3-5	42%	74.6	72.6	51%	93%	72.3
Lanier County MS	6-8	33%	74.5	62.9	57%	88%	75.2
Lanier County HS	9-12	54%	81.3	59.0	51%	86%	71.3
District	PK-12						72.5

(GaDOE: CCRPI, 2019; GeorgiaGov, 2019)

We are proud to boast a graduation rate increase from 79.6% in 2018 to 83.4% in 2019, which is above the state average. Our high school dual enrollment rate has grown from 2018 to 2019, and post-high school education is easily within reach of Lanier County residents with several technical colleges and university system programs within driving distance. Despite this growth, our community has deep, long-standing challenges. Lanier County is a Title I district, and poverty is persistent throughout the county. There has been a high level of turnover in administration during the past several years; the district has employed three superintendents in the last three years, and the average tenure for principals is about two years. Additionally, the high school has a very transient teacher population with about 25% leaving every year.

During the 2019-2020 school year, we have welcomed collaboration with the GaDOE to assist in establishing and maintaining a focus on continuous improvement. We feel this work can be supported and sustained through the L4GA Grant. The professional learning and coaching opportunities provided by the District and School Effectiveness Specialist aligns with the goals and objectives identified in this grant proposal.

Lanier County Schools Demographic Data - Ethnicity							
School	Grades	Enrollment	Black	White	Hispanic	Multi-Racial	Other
Lanier County PS	PK-2	459	22%	66%	7%	4%	-
Lanier County ES	3-5	458	27%	60%	8%	5%	1%
Lanier County MS	6-8	373	28%	60%	7%	3%	-
Lanier County HS	9-12	435	28%	60%	7%	2%	1%
District	PK-12	1725	26%	62%	7%	4%	1%

(GaDOE: CCRPI, 2019)

Lanier County Schools Demographic Data - Programs							
School	Grades	Enrollment	SWD	Gifted	ELL	Migrant	Retained (2018-2019)
Lanier County PS	PK-2	459	13%	4%	1%	2%	8%
Lanier County ES	3-5	458	13%	7%	3%	2%	2%
Lanier County MS	6-8	373	16%	9%	2%	3%	3%
Lanier County HS	9-12	435	11%	14%	1%	1%	7%
District	PK-12	1725	13%	9%	2%	2%	5%

(GaDOE: CCRPI, 2019)

Demographics	Lanier	Georgia
Total Population	10,388	10,201,635
Children Under 18 (%)	25.5%	24.5%
Population by Race/Ethnicity (%)		
White, Non-Hispanic (%)	68.7%	53.6%
Black, Non-Hispanic (%)	24.1%	30.9%
Asian and Pacific Islander (%)	0.3%	3.8%
American Indian (%)	0.0%	0.2%
Multi-racial (%)	1.2%	1.9%
Hispanic, of any race (%)	5.5%	9.3%
Median Household Income	\$39,165	\$56,117
Individuals In Poverty (%)	20.5%	15.1%



Data from the U.S. Census American Community Survey, 2013-2017 estimates and SAIFE

Indicator	Year	Lanier		Georgia
		Number	Rate	Rate
Adult educational attainment: High-school graduate or higher ⁺	2017	5,455	79.9%	86.3%
Adult educational attainment: Bachelor's degree or higher ⁺	2017	1,076	15.8%	29.9%
GED graduates	2017	13	-	-
Unemployment	2017	198	5.1%	4.7%
Children living in poverty	2017	759	30.3%	21.5%
Families, with children, with annual incomes less than 150% of the federal poverty threshold ⁺	2017	547	39.0%	30.7%
Homeownership ⁺	2017	2,306	61.6%	63.0%
Crime rate, violent crimes, age 17 or older (per 1,000)	2017	43	5.4	5.5
Crime rate, other crimes (burglaries, etc.), age 17 or older (per 1,000)	2017	305	38.1	27.7
Voter participation	2016	2,897	71.0%	77.0%

* Low number of events; <=5 for DPH indicators and <=10 for DOE indicators
 - Not available
⁺ Data from the U.S. Census, American Community Survey, 2013-2017 estimates

The demographics for Lanier County closely mirror those of the State of Georgia, but there are significant differences in critical areas such as level of education, income, unemployment, and children living in poverty. The median income for Lanier County is \$39,165 – much less than the median income for the total population of the state. There is over a 10% higher rate of children living in poverty in Lanier County than the state, and Lanier has a rate of 15.6% in low-birthweight compared to 10.1% in Georgia.

History of the L4GA LEA-Partnership

The impetus for creating an explicit partnership for literacy emerged from the desire to create a unified and cohesive instructional focus for the district. Creating professional sustainability with leaders and all stakeholders will continue to grow trust between the district, school administrators, teachers and community stakeholders. The energy and focus on literacy has provided the entire district with a common goal identified by the district

comprehensive needs assessment of increasing Lexile levels. This goal aligns with priority 1 of the L4GA grant, which is to improve comprehensive literacy learning (L4GA 2019 Project Narrative, p. 1).

Lanier County will work towards this goal through an initial focus on professional learning for evidence-based practices in reading and writing instruction to ensure a comprehensive literacy block is provided daily in Pre-K through 5th grades. In grades 6-12, the focus of professional learning will begin with evidence-based writing practices in ELA classrooms and expand to full implementation of an effective model for literacy instruction across the curriculum.

Lanier County Schools has not previously received L4GA or Striving Readers funding. Funding through this grant opportunity would support our initiatives that directly align with Georgia’s state plan to improve literacy learning by establishing partnerships that utilize evidence-based practices (EBP) with proven success for improving student learning, teacher learning, classroom literacy instruction (birth to grade 12), school climate, family literacy and community-school partnerships. The funding from L4GA will provide the initial curriculum resources and professional learning necessary for students and teachers. It will also spotlight the literacy initiatives within our school system to bring community awareness and support services for children, youth, and families with literacy-related activities and communications. In the past, the Lanier County community and Lanier County Schools have not collaborated. Therefore, the L4GA grant will assist us in building a community literacy committee and strong community support.

Climate Star Ratings for Each School

School	2017	2018	2019
Lanier County Primary School	4	5	5
Lanier County Elementary School	4	4	4
Lanier County Middle School	4	5	4
Lanier County High School	3	5	5

(GaDOE, CCRPI, 2017-2019)

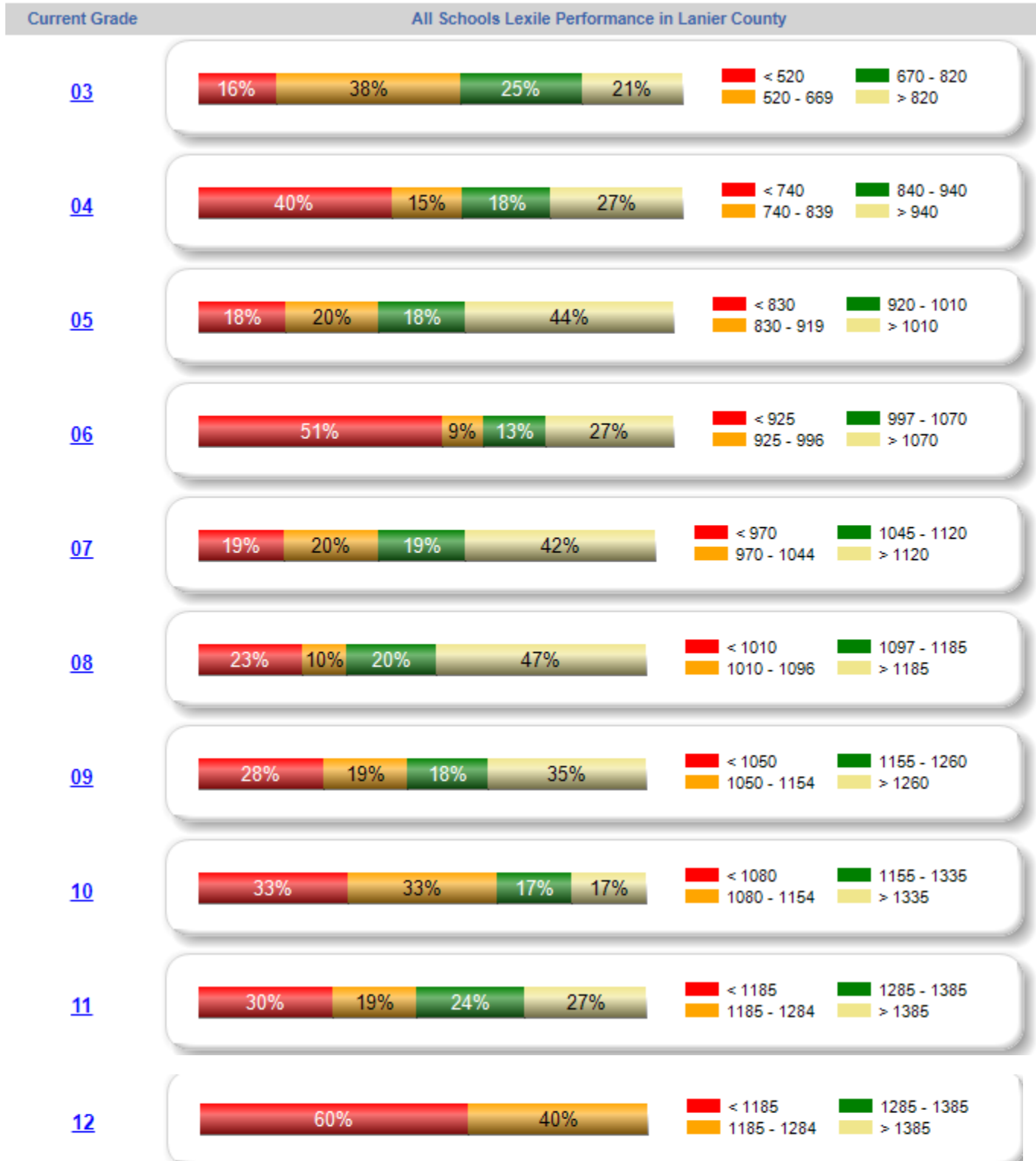
PBIS Implementation

Lanier County School System has an Active status of PBIS implementation for all K-12 schools. Through PBIS implementation, students across Lanier are reminded daily of the importance of being “Ready, Responsible, and Respectful.”

Literacy/ELA Outcomes

There has been fluctuation among our CCRPI scores from 2017-2019. As the specific criteria for the categories has been adjusted, our scores have shown both improvement and decline. However, the most recent data for Georgia Milestones show a large amount of variation by grade in student achievement relative to student Lexile level. Of most serious concern was the 4th, 6th, and high school grades – all of which have greater than 40% of students in the performance band below basic proficiency. Below the Lexile data is a chart that shows current levels of proficiency on the English Language Arts section of the Georgia Milestones Assessment. This data show that no grade level had even 50% of students at or above the proficient level of performance. This means that more than 50% of all Lanier County students are functioning below grade level in literacy indicators.

2019 Lexile Data (SLDS, 2019)



Grade	2018	2019
3 rd ELA Proficient Learner and Above	34%	39%
5 th ELA Proficient Learner and Above	36%	49%
8 th ELA Proficient Learner and Above	25%	43%
9 th Lit. Proficient Learner and Above	20%	21%
11 th Am. Lit. Proficient Learner and Above	10%	29%

Engagement Plans

In order to establish and strengthen relationships among Lanier County Schools district/school personnel, parents/families, early childcare/education providers, community-organization representatives, and P-20 partners (henceforth referred to as all stakeholders throughout grant application), the district aims to collaborate with all stakeholders to set and refine goals and schedule professional learning (PL) to address areas of weakness in literacy, based upon data. Efforts will be made to encourage involvement of all stakeholders in all facets of the literacy initiatives. All stakeholders will be invited to meetings and PL opportunities. Literacy resources will be offered to all partners in order to access as many providers, including parents, as possible. Early literacy initiatives and resources will be heavily promoted and widely circulated via various modes of delivery (print, digital, phone, etc.).

Balanced literacy will be our district-wide focus in each school and every classroom. We look forward to seeing our students’ excitement for reading grow as their confidence and knowledge increases. Our teachers will become comfortable with evidence-based literacy instruction centered on strategies and skills that fit within the framework of our readers and writers. This will result in our students receiving instruction and needed support at their instructional and independent levels. Not only will our students and teachers grow, but leadership capacity will also increase. Amid the embrace of a focus on literacy as well as resistance to change by some, ongoing professional learning by all, and incessant day-to-day school operations, a shift in school culture and mindset will occur. The empowerment of setting the overarching common goal of improving Lexile levels is invigorating, yet daunting. The feelings of pride and accomplishment as we achieve short-term goals along the way will make every step worth it. This is the vision that our school and district literacy teams have for Lanier County Schools.

Throughout Lanier County, we will invite parents and young children to workshops and information sessions to establish a shared language and understanding of the conditions essential to improve childhood literacy. Books and reading materials will be placed in the hands of young children and their parents to help build a strong foundation for literacy and learning. Together with our community partners, we will provide information and resources promoting literacy within the home.

Lanier County will not hire staff specifically for this grant. Instead, the responsibility for oversight and implementation will be shared by district and school level staff to ensure that the grant is fully integrated into daily practices and school improvement planning processes at all levels.

The primary lead for Lanier County’s L4GA grant will be Dr. Kelly Page, Associate Superintendent for Curriculum and Instruction for Lanier County, and she will oversee and coordinate all aspects of grant implementation. Dr. Page will coordinate with the district superintendent and with the Assistant Superintendent of Finance for all financial aspects of the grant and to ensure that the goals and objectives for the grant are aligned with system-wide plans and initiatives.

Once Lanier County Schools is awarded the L4GA Grant, each school will be monitored by the Literacy Team and district/building administrators. Collaboration and communication protocols will be put into place to ensure that the grant is managed effectively. Progress towards grant implementation, goals and objectives, and effectiveness will be assessed on a regular basis. Dr. Page will work with the District Literacy Team and other stakeholders to identify literacy needs. Once needs are identified, administrators will collaborate with Dr. Page and the Finance and Technology Directors to devise a budget, make purchases, and conduct required training. Implementation will be monitored through documented focus walks, TKES walkthroughs, and formal observations.

The following list identifies the general responsibilities by department for grant implementation:

Curriculum & Instruction, Professional Learning, and Federal Programs – Ensure alignment of L4GA with school and district improvement plans and Comprehensive Needs Assessment, develop budgets, coordinate other federal program budgets to support literacy plans, monitor implementation and effectiveness of L4GA, plan and evaluate professional learning

Literacy, Leadership Teams, and Administrators – Identify needs, develop budgets, implement initiatives, coordinate goals of literacy teams, School Improvement Plan and Comprehensive Needs Assessment

Financial – Assist with budget development, request and allocate grant funds, issue purchase orders/payment, maintain financial records

Technology – Assist with budget development, recommend technology based on school needs, maintain inventory of equipment purchased with grant funds

Capacity to Administer Grants in Lanier County School District

The Lanier County School System has received many grants, and we have not received any audit findings regarding grant administration. Internal controls are in place to ensure that our district remains financially sound. Listed below are some of the grants received since FY18.

Fiscal Year	Grant	Amount
2018	Title I-A, Improving the Academic Achievement of the Disadvantaged	\$761,834.00
	Title I-A, School Improvement	\$63,000.00
	Title I-C, Migrant Education	\$25,583.00
	Title II-A, Improving Teacher quality	\$79,397.00

	Special ED-VIB Flowthrough	\$368,614.00
Total		\$1,298,428.00

Fiscal Year	Grant	Amount
2019	Title I-A, Improving the Academic Achievement of the Disadvantaged	\$809,246.00
	Title I-C, Migrant Education	\$43,807.00
	Title II-A, Improving Teacher quality	\$80,106.00
	Title IV, Part A Student Support	\$49,504.00
	Special ED-VIB Flowthrough	\$369,497.00
Total		\$1,352,160.00
2020	Title I-A, Improving the Academic Achievement of the Disadvantaged	\$743,673.00
	Title I-C, Migrant Education	\$53,935.00
	Title II-A, Improving Teacher quality	\$84,901.00
	Title IV, Part A Student Support	\$62,119.00
	Special ED-VIB Flowthrough	\$363,673.00
	CTE – Perkins IV Grants	\$19,806.00
Total		\$1,328,107.00

The following chart outlines the responsibilities for specific school and district personnel beyond the general departmental roles outlined above:

Partner, Primary Contact, and Primary Contact's Position	Role in L4GA
Lanier County Schools Dr. Kelly Page Associate Superintendent for Curriculum and Instruction	<ul style="list-style-type: none"> ● Serve as primary grant manager ● Coordinate all grant activities ● Implement a district level literacy plan ● Collaborate with all partners to fulfill roles and expectations outlined in the L4GA Project Purpose and Goals ● Create and maintain an active district literacy team to disaggregate, discuss, and plan using student literacy data

	<ul style="list-style-type: none"> ● Monitor and update goals and objectives outlined in the district and school literacy plans ● Align district improvement planning with the district literacy plan ● Support planning and implementation of family and community literacy centered events and distribution of resources ● Increase community awareness of birth-5 early learning strategies and their impact ● Participate and lead professional learning opportunities appropriate to the needs of all children
<p>Lanier County Schools</p> <p>Charlie Bennett, Assistant Director for Finance</p>	<ul style="list-style-type: none"> ● Coordinate grant expenditures with grant lead ● Reconcile grant invoicing and expenditures ● Submit all required financial reports and documents
<p>Lanier County Primary</p> <p>Lynn Vickers, Principal</p> <p>Lanier County Elementary</p> <p>Ryan Branch, Principal</p> <p>Lanier County Middle School</p> <p>Rhonda Rodgers, Principal</p> <p>Lanier County High School</p> <p>Reada Hamm, Principal</p>	<ul style="list-style-type: none"> ● Implement a school-level literacy plan and support the district level literacy plan ● Collaborate with the district to fulfill the roles and expectations outlined in the L4GA Project Purpose and Goals ● Create and maintain an active school literacy team to disaggregate, discuss, and plan using student literacy data ● Monitor and update the goals objectives outlined in the school and district literacy plans ● Align all school improvement planning with the district literacy plan

L4GA funding will be used to support Lanier's resources, strategies, and materials that align with the Comprehensive Needs Assessment/Root Cause Analysis. Birth to 5 plan and the feeder plans show that literacy will be directly impacted through professional learning. All of our plans demonstrate the need for teacher and student support in literacy, community engagement and professional learning with many consultants coming into our schools and working with students. Having experts train and work directly with teachers and students in reading, writing and enhancing literacy from birth to 12th grade will benefit our community greatly.

Strategies, Materials, Resources and Activities Needed to Implement Literacy Plan

Shared Literacy Vision for ALL of Lanier:

- District Literacy Committee includes representation from feeder schools and community stakeholders
- Early Childcare providers, family and community involvement
- Community businesses collaborate in literacy promotion
- School literacy plans are fluid and can be revised
- All teachers are literacy teachers

Need for continuity of literacy instruction to include transition from early care to school and from one school to the next:

- More classroom library books (aligned to standards) on Lexile levels
- Digital print texts for various content areas (student interest)
- Research-based materials for explicit reading/writing instruction across the curriculum
- Actively monitor GSE scope/sequence, expectations, rigor
- Utilize a district vocabulary plan for all schools

Need for professional learning on literacy instruction including all stakeholders:

- Professional Learning – Consultant fees, travel, conference fees, release time for substitute teachers, materials for literacy instruction in content areas and writing.
- Stipends and supplements
- Develop vertically and horizontally articulated writing plan consistent with GSE
- Keyboard technology – Since writing is a priority and writing publication is part of the process, students need to expedite this with keyboarding instruction
- Professional learning provided to all stakeholders – instructional strategies to build vocabulary, comprehension, reading, writing
- Developmentally Appropriate Practices PL
- Technology based programs that reiterate the standards of the literacy instruction
- Daily common planning time
- Continue instructional coach and support of classroom instruction
- Regularly scheduled literacy team meetings

- Regularly scheduled vertical alignment meetings between schools

Need to sustain MTSS (RTI) protocols, resources, implementation and monitoring:

- Need for universal screening materials and professional learning
- Research-based diagnostic literacy tools
- Research-based intervention materials, software, including professional learning
- Technology - new devices for higher enrollment
- Maximize special education inclusion services in all content areas

Need for formative and summative assessments for all students (Differentiation):

- Technology - chrome books, tables, desktop computers, smartboards
- Continue to use data for daily instruction to meet the specific needs of all students and subgroups
- Provide professional learning and training (more than once) on analyzing formative and summative assessments for all stakeholders
- Purchase research-based diagnostic literacy tools

Lanier’s Alignment Plan for L4GA

Resources, Strategies, Materials	L4GA Grant will provide	Funding Sources
Professional Learning	Literacy consultant fees, training materials, substitute teachers, travel, stipends, registration fees for conferences	Initial Implementation Funds: L4GA Grant Other funding sources: General Funds Title IA Title II Special Ed. - VIB
Instructional Literacy Materials	Literacy materials and professional learning, programs/resources for integrating literacy into content areas – academic vocabulary, text structure, writing and complex text. RTI needs materials for decoding, word identification and fluency. Print/digital	Initial Implementation Funds: L4GA Grant Other funding sources: General Funds Title IA Title II Special Ed. - VIB

	texts in many formats, novels, classroom libraries with Lexile levels, early literacy resources/instructional materials for distribution to all stakeholders i.e. books, puzzles, manipulatives, video/audio resources. Growing Readers materials	
Instructional Technology	Computers, chrome books, technology software, wireless devices, document cameras, website subscription, replace outdated devices and expand due to enrollment	Initial Implementation Funds: L4GA Grant Other funding sources: General Funds Title IA Title IIA Special Ed. - VIB
Literacy Assessments	DIBELS, PALS, PPVT, RI, diagnostic literacy assessments	L4GA Grant/General funds
Family, Daycare, Community Literacy Events	Materials/resources for stakeholder events, professional learning, early literacy informational resources, literacy promotion materials, materials for training (lunch learn), materials for mobile book lab for family coordinator	Initial Implementation Funds: L4GA Grant Other funding sources: General Funds Title IA Title IIA Special Ed. - VIB
Consumable Materials	Notebooks, dividers, paper, toner, markers, chart paper, poster boards, tabs, etc. (All materials will be used for literacy instruction, professional learning and promotion	Initial Implementation Funds: L4GA Grant Other funding sources: General Funds Title IA Title IIA Special Ed. - VIB

Lanier’s Justification of Technology Purchases:

All technology purchased will support RTI (MTSS), student engagement, instructional strategies, writing and literacy instruction and all other literacy initiatives. Research sites the use of technology to effectively facilitate the collection, management and analysis of data used in the educational process. (K-12 How, pp. 44-45) Technology allows teachers and administrators to have immediate access to data to inform instruction.

Since state tests are on-line for the GMAS, our students need daily opportunities to learn appropriate keyboarding skills in order to demonstrate their writing proficiency and to prepare for the current on-line testing environment.

Students are motivated when technology is utilized. (Why, p.55) Consistent, pervasive use of a technology across all content areas engages all students in the learning process. When students are engaged and being successful, they appear to be more motivated. Teachers are able to incorporate technology into literacy instruction which enhances student motivation and engagement. (Why, p. 60) As in our current society, technology is vital for enhancing the learning experience. Teachers and stakeholders need to be well-trained in technology programs and know how to integrate it into classroom instruction.

L4GA Budget Summary

Lanier County Schools will utilize L4GA funding in the following areas:

- professional learning
- literacy materials
- instructional resources
- screening diagnostic assessments
- family and community events
- technology

This funding will be utilized to provide additional instructional resources to support and enhance areas of need relating to providing coherent instruction and assessment, effective and engaging leadership, building professional capacity, strengthening literacy for families throughout Lanier County. Providing early literacy resources to our birth to five is crucial to obtain our goal of proficiency in literacy. The school district along with our community must work together and have a vision of literacy for all stakeholders. Professional learning will be a vital component and costly one; however, the funds will be able to train teachers so that they can provide the best education for our students and to close the achievement gap before they enter school.

Our district looks forward to the grant funding and implementation. We will work with all stakeholders on building sustainability throughout this process. Lanier is committed to making a difference in our community.

Lanier County Schools will ensure that the following required L4GA grant funding will adhere to during budget planning and grant implementation. The estimated budget percentages below reflect the anticipated cost.

- Birth - 5 15%
- K - 2 20%
- 3-5 20%
- 6-8 20%
- 9-12 20%

5% of funding is allowed for grant administration.

Lakeland ~ Lanier

CHAMBER OF COMMERCE

8 S Valdosta Rd•• Lakeland, Ga. 31635•• Phone: 229-482-9755

E-mail: chamber@lakelandchamber.org

Web: lakelandchamber.org

February 6, 2020

Mrs. Anita Watson
Lanier County School System
247 South Highway 221
Lakeland, Georgia 31635

Re: Letter of Commitment to Literacy for Learning, Living and Leading in Georgia

Dear Mrs. Watson:

The Lakeland/Lanier County Chamber of Commerce is proud to support your leadership and commitment to the L4GA grant application process for the Lanier County School System. We believe this grant funding is critical to building literacy in our community and with help to build a better workforce for our business and industry partners. We are committed to our strong relationship with the Lanier County School System, and we stand ready to assist you and your team to help improve literacy in our community.

Thank you for your continued leadership and partnership.



Brian Sirmans
Chairman,
Lakeland/Lanier County Chamber of Commerce

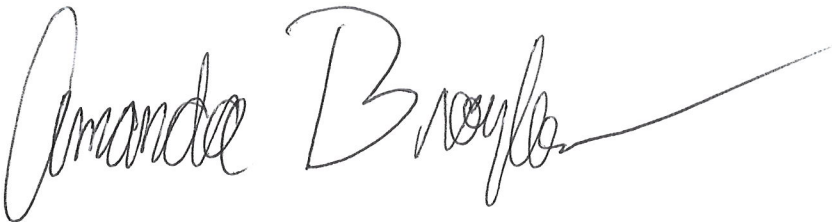
6 February, 2020

Re: Letter of Commitment to Literacy, Learning, Living and Leading in Georgia

To Whom It May Concern,

The Miller Lakeland Library is committed to supporting the Lanier County School System's literacy efforts and will happily support Lanier County Schools' application for L4GA. Lanier County Schools work hard to ensure literacy needs are met for every single learner, and this grant will provide critical funding to help them strengthen the community through education. Miller Lakeland Library is committed to assist the Lanier County School System any way we can. We will continue to provide story times for young learners, after school educational opportunities for older students, teach parents and caregivers how to foster literacy, as well as provide continued access to the numerous resources available through the library. We stand by our strong partnership with Lanier County Schools.

Please do not hesitate to contact me with any questions.



Amanda Broyles

Branch Manager

Miller Lakeland Library

South Georgia Regional Library System

February 2, 2020

Dear Mrs. Watson,

Thank you for allowing Carol's Kidz to be a part of the district literacy meeting this week. We look forward to being a partner with you during the literacy grant process. We are a quality rated day care that has an enrollment of 22 children. I firmly believe that what we do here makes a difference once students enroll in the Lanier County School District.

We appreciate you for partnering with us to make a difference in all of the children's lives in Lanier County.

Sincerely,

Paula Fitzgerald
Carol's Kidz

Lanier County Family Connection

5 Roquemore Circle
Lakeland, GA 31635

Phone: 229-585-1986
Email: lanierfamcom@gmail.com



February 6, 2020

To Whom It May Concern:

The Lanier County Family Connection Literacy Team supports the Lanier County Schools application for L4GA. LCFC agrees to support the literacy efforts of Lanier County Schools by:

1. Continuing our efforts of placing Little Free Book Houses in strategic places in the county.
2. Educating the community on Get Georgia Reading and Talk With Me Baby.
3. Providing Ready4K information to all Birth to 5 families.
4. Setting up a booth to hand out books at all literacy related school events.

It is our belief that Lanier County Schools is committed to providing the best academic experience to their students and they are working diligently to ensure literacy needs are met for all students.

If you have any questions, please do not hesitate to contact me.

Sincerely,


Amy Griffin, Executive Director



245 North Robinson Street
Lenox, Georgia 31637
(229) 546-4094
FAX (229) 546-4167

a Regional Educational Service Agency for the schools of

BEN HILL COUNTY
BERRIEN COUNTY
BROOKS COUNTY
COLQUITT COUNTY
COOK COUNTY
ECHOLS COUNTY
IRWIN COUNTY
LANIER COUNTY
LOWNDES COUNTY
TIFT COUNTY
TURNER COUNTY
VALDOSTA CITY

February 6, 2020

Dr. Kelly Page
Lanier County Schools
247 S Highway 221
Lakeland, GA 31635

RE: Literacy for Learning, Living and Leading Partnership

Dear Dr. Page,

As the Wraparound Service Coordinator for Coastal Plains RESA, I am pleased to provide Lanier County Schools this letter of commitment. This letter confirms the support of the school district's *Literacy for Learning, Living and Leading* grant application. I am also committed to the support of Wraparound services for the students of Lanier County Schools. I will provide professional development in identifying services and resources so as to remove non-academic barriers that prevent students from being successful.

The approvable of this grant will have a positive impact on Lanier County Schools.

Sincerely,

Regina Purvis

Coastal Plains RESA

Wraparound Service Coordinator



February 6, 2020

Superintendent Anita Watson
Lanier County School System
247 South Highway 211
Lakeland, Georgia 31635

Re: Letter of Support for Learning, Living and Leading in Georgia (L4GA)-Lanier

Dear Superintendent Watson,

The Lanier County School System and Valdosta State University have a long-standing, collaborative relationship. We have placed our student teachers in this district because of the excellent teaching models they experience in Lanier County Schools. As a P20 partner we are committed to working with Lanier County School District in their efforts to increase literacy.

The L4GA grant will have a substantial impact on children, families, the community and workforce in Lanier County. The birth to 12th grade focus of the grant will result in continuity and ensures that literacy is supported at a very early age. The evidence-based nature of the curriculum and literacy strategies are aligned with our focus on preparing teachers with skills to implement evidence-based literacy instruction.

I am confident that Lanier County will implement this grant with fidelity and produce life-changing results for their community. Valdosta State University will serve as a resource and partner to support the efforts of Lanier County in this focus on literacy.

Respectfully,

Karla M. Hull

Dr. Karla Hull
Professor in Education
Dept. of Curriculum, Leadership & Technology
Executive Director of VSU Sullivan Scholarship for Rural Future Educators



Youth IMPACT Center

February 6, 2020

To whom it may concern,

The Youth Impact Center, Inc. afterschool program is excited to support the L4GA grant application for the Lanier County School System. We truly believe this opportunity will help the youth throughout Lanier County achieve success in the effort to build literacy in our community.

We are also committed to continuing to build a strong relationship with the Lanier County School System to be able to achieve helping our youth reach their full potential.

We agree to continue to support the literacy efforts of the Lanier County Schools by:

- Continuing our afterschool program for any and all students in kindergartner – 5th grade.
- Continuing to build our library at the Center to support healthy reading habits.
- Continuing to have tutors work with children daily assisting them with reading and homework.

Thank you for your support and efforts to help our children.

Sincerely,

D. Ryan Tuten, President/Director

LEARNING TODAY.....LEADING TOMORROW!

Lanier County School System
Local Education Agency (LEA)- References

References

Association for Supervision and Curriculum Development (ASCD) (2015). *Whole Child: A collaborative approach to learning and health*. www.ascd.org

Georgia Department of Education (January 2010). Georgia's Literacy Conceptual Framework for Birth-to-Grade 12; Georgia Literacy Plan: "The Why."

Georgia Department of Education (August 12). Georgia's Literacy Plan Birth-to-Five, Necessary Building Blocks for Literacy: "The What."

Georgia Department of Education – CCRPI www.gadoe.org

Georgia Census <https://census.georgia.gov/>

Get Georgia Reading (2017). www.getgeorgiareading.org

Governor's Office of Student Achievement (2019). www.gosa.gov

www.georgia-demographics.com

www.readrightfromthestart.org

Application: Lanier - 3-5 - Lanier County Elementary

Kelly Page - kelly.page@lanier.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 7 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Lanier County School System
School or Center Name	Lanier County Elementary
System ID	686
School ID	0111

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

3rd grade - 5th grade

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

6

Principal or Director

Name	Ryan Branch
Position	Principal
Email	ryan.branch@lanier.k12.ga.us
Phone	229-482-3870

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Ryan Branch
Position	Principal
Email	ryan.branch@lanier.k12.ga.us
Phone	229-482-3870

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[LanierCountyElementarySchoolLitPlan](#)

Filename: LanierCountyElementarySchoolLitPlan.pdf Size: 604.0 kB

Application: Lanier - 9-12 - Lanier County High

Kelly Page - kelly.page@lanier.k12.ga.us
 L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 7 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Lanier County School System
School or Center Name	Lanier County High School
System ID	686
School ID	0201

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

High (9-12)

Number of Certified Teachers in School

22

Number of Paraprofessionals or Teaching Assistants in School

3

Principal or Director

Name	Reada Hamm
Position	Principal
Email	reada.hamm@lanier.k12.ga.us
Phone	229-482-3868

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Reada Hamm
Position	Principal
Email	reada.hamm@lanier.k12.ga.us
Phone	229-482-3868

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[LanierCountyHighSchoolLitPlan](#)

Filename: LanierCountyHighSchoolLitPlan.pdf Size: 589.7 kB

Application: Lanier - 6-8 -Lanier County Middle

Kelly Page - kelly.page@lanier.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 7 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Lanier County School System
School or Center Name	Lanier County Middle School
System ID	686
School ID	0101

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Middle (6-8)

Number of Certified Teachers in School

27

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	Rhonda Rodgers
Position	Principal
Email	rhonda.rodgers@lanier.k12.ga.us
Phone	229-482-8247

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Rhonda Rodgers
Position	Principal
Email	rhonda.rodgers@lanier.k12.ga.us
Phone	229-482-8247

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[LanierCountyMiddleSchoolLitPlan](#)

Filename: LanierCountyMiddleSchoolLitPlan.pdf Size: 593.9 kB

Application: Lanier - prek-2 - Lanier County Primary

Kelly Page - kelly.page@lanier.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 7 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Lanier County School System
School or Center Name	Lanier Primary School
System ID	686
School ID	3050

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

Pre-K - 2

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

34

Number of Paraprofessionals or Teaching Assistants in School

16

Principal or Director

Name	Lynn Vickers
Position	Principal
Email	lynn.vickers@lanier.k12.ga.us
Phone	229-482-3580

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Lynn Vickers
Position	Principal
Email	lynn.vickers@lanier.k12.ga.us
Phone	229-482-3580

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Lanier CountyPrimarySchoolLitPlan](#)

Filename: Lanier_CountyPrimarySchoolLitPlan.pdf **Size:** 601.3 kB

Lanier County Schools, Lanier County Primary: School Literacy Plan

LCPS

LCPS		
<p>Overview</p> <ul style="list-style-type: none"> ● Title I School (K-2) ● 378 Students ● 26% African American ● 62% White ● 7% Hispanic ● 3% Multi Racial ● 1% Other ● 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> ● 34 Teachers (2 half-time, 4 shared with LCES) ● 10 Paraprofessionals ● Counselor (Shared with LCES) ● Instructional Lead Teacher (shared with LCES) ● Speech Pathologist ● Nurse (shared with LCES) ● 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● Core Academics ● RTI Support ● Specials: PE, Art, Keyboarding, Media ● Title 1 Support ● PBIS ● Gifted/Advanced Content ● CEIS ● Books on Break ● Guidance Classes ● ESOL/Migrant Services ● After-School Tutoring (IMPACT Center)
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Lynn Vickers – Principal ● Amanda Gaither – Assistant Principal ● Serena Moore- Counselor ● Courtney Walker- ILT ● Crystal Allen – SLP ● Carrie Courson- Kindergarten Lead Teacher ● Lanita Frost- Kindergarten Teacher ● Almonte Simmons- Kindergarten Sped Teacher ● Daphne Gore- Kindergarten Para ● Ashley Schade- First Lead Teacher ● Jenna Bolling – First Grade Teacher ● Holly Browning- First Grade Teacher ● Catherine Hampton- First Grade Teacher ● Deanna Courson- Second Grade Lead Teacher ● Tina Connell- Second Grade Teacher ● Paige Frost- Second Grade Teacher 	<p>Community Assets</p> <ul style="list-style-type: none"> ● Church/Faith-based Organizations ● Civic Organizations ● Miller Library ● Chamber of Commerce ● Childcare Providers ● Lanier County Health Department ● South Georgia Medical Center ● IMPACT Center ● Family Connections ● Farm Bureau ● Community Partners/ Local Authors 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> ● GSE Implementation ● STAR Training ● Poverty Training ● Journeys
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> ● PBIS ● Daily 5/Daily 3 ● Data Analysis ● Saxon Phonics ● SONDAY ● Focus Walks ● Instructional Framework 	<p>PL Needs</p> <ul style="list-style-type: none"> ● Instructional strategies to build fluency, vocabulary, writing, and comprehension skills across all content areas ● Integrate meaningful technology activities ● Developing activities/lessons/units that fully integrate GSE rigor to reach all subgroups and early readers ● Create a system-wide RTI guide for implementing leveled intervention strategies ● Writing Rubric PL ● Plan PL with CPRESA Wrap Around Specialist 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> ● Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, fluency, comprehension, and writing. ● Provide all stakeholders with PL necessary to help children become proficient in literacy. ● Provide training, technology, and resources to meet the evolving needs of students. ● Promote literacy awareness throughout the system and community. ● Provide/distribute literacy resources to families and throughout the community.

Lanier County Schools, Lanier County Primary: School Literacy Plan

Lanier Leads		
Ready to Learn Ready to Live Ready to Lead		
Building Block (BB)1: Engaged Leadership		
Currently	Going Forward	Expanding/Sustaining
A. Demonstrate commitment to learn about/support evidence-based literacy instruction		
<ol style="list-style-type: none"> 1. Schedules protected time for literacy and teacher collaboration. 2. Patterns of practice and TKES walk- throughs to focus on literacy standards with appropriate feedback. 	<ol style="list-style-type: none"> 1. Implement evidence-based literacy program PK-5. 2. Expand PL based on current teacher and student literacy needs 3. Expand PL for literacy programs to be implemented. 	<ol style="list-style-type: none"> 1. PL to build capacity for future teacher leaders. 2. Release school days for PL 3. Continuously use data analysis to drive instruction.
B. Organize Literacy Leadership Team		
<ol style="list-style-type: none"> 1. Literacy Team somewhat established but needs to be expanded to PK-5. 	<ol style="list-style-type: none"> 1. Literacy Team established and meets regularly with agendas outlining goals and objectives. 2. Shared literacy vision that is aligned with state and local literacy plan. 3. Develop a list of literacy needs and recommendations that can be used across all content areas. 4. Conduct focus walks with faculty to ensure consistency of effective practices in all classrooms. 5. Continue to utilize data to prioritize literacy needs/goals. 	<ol style="list-style-type: none"> 1. Continually review literacy vision, set priorities and allocate resources to sustain. 2. Continually utilize all resources and stakeholder input to support and provide for literacy. 3. Add CPRESA Wrap Around Specialist to our Literacy Team

Lanier County Schools, Lanier County Primary: School Literacy Plan

C. Maximize use of time/personnel through scheduling/collaborative planning		
<ol style="list-style-type: none"> 1. Protected literacy schedule, 90-120 minutes, is provided in all grades for all students. 2. Intervention/ELT time is built into the schedule. 3. Protected time for collaborative planning across content areas. 	<ol style="list-style-type: none"> 1. Teacher leaders facilitate sustainable PL. 2. Expand and maximize cross-curricular collaboration. 3. Expand efforts to eliminate inefficiencies during instructional time. 4. Expand focus walks, patterns of practice and observations. 	<ol style="list-style-type: none"> 1. Continued teacher led PL and team/staff meetings. 2. Consistently use formative assessment data to drive literacy instruction. 3. Time Released for Quarterly PL Planning days
D. Create school culture in which teachers across curriculum are responsible for GSE-aligned literacy instruction		
<ol style="list-style-type: none"> 1. Developed units, pacing guides and lesson plans following the GSE. 	<ol style="list-style-type: none"> 1. Continued PL on effective literacy strategies within each content area. 2. Expand accountability to include all content areas and monitor literacy instruction. 3. Determine consistent scope and sequence to ensure there are no gaps among content areas 	<ol style="list-style-type: none"> 1. Sustain PL on effective literacy strategies within each content area. 2. Instructional focus on literacy will align with school improvement plan and comprehensive needs assessment.
E. Optimize literacy instruction across all content areas		
<ol style="list-style-type: none"> 1. The school agrees that a school wide literacy plan across curriculum is needed. 	<p>Consistent and pervasive literacy instruction:</p> <ol style="list-style-type: none"> 1. Systematic procedure for academic vocabulary in all subjects. 2. Integration of daily writing in every class. 	<ol style="list-style-type: none"> 1. Establish protocol for student self monitoring and improvement of literacy skills. 2. Continue to engage family and all stakeholders in literacy activities and family nights.

Lanier County Schools, Lanier County Primary: School Literacy Plan

	3. Expand PL for reading and writing best practices.	
F. Enlist community at large to support schools/teachers in development of college and career ready students as articulated in GSE		
<ol style="list-style-type: none"> 1. Traditional outlets: school publications, newspaper, school website. 2. Utilize community organizations (PFE, impact center and family connections) to enlist the help of stakeholders to promote literacy. 	<ol style="list-style-type: none"> 1. Involve the Parent Advisory Committee (PAC) in developing and achieving goals. 2. Provide transportation to literacy events to promote community participation. 3. Offer alternatives for supported student learning: parent involvement in literacy/school activities; home reading materials, literacy training for parents and after-school tutoring. 	<ol style="list-style-type: none"> 1. Continue to involve Parent Advisory Committee in developing and achieving goals. 2. Enlist parent, business to promote literacy awareness: <ol style="list-style-type: none"> a. Flyers encouraging reading to/with children. b. Fundraising for literacy in schools/community.
Building Block (BB) 2: Continuity of Instruction		
A. Ensure consistent literacy focus across the curriculum through the use of collaborative teams		
<ol style="list-style-type: none"> 1. Collaboration to address achievement/grade expectations, analyze data for all students to align instruction, team lesson planning, 	<ol style="list-style-type: none"> 1. Provide/release quality time for teachers to do peer observations to acquire knowledge/strategies to use., organize resources/materials to ensure success for all students 	<ol style="list-style-type: none"> 1. Provide PL training for reading and writing programs for best practices

Lanier County Schools, Lanier County Primary: School Literacy Plan

<p>provide technology to enhance writing process</p>		<ol style="list-style-type: none"> 2. Monitor student effectiveness and adjust areas of need to improve overall student achievement 3. Vertical team collaborations 4. Provide vertical opportunities for peer shadowing to have consistent expectations
<p>B. Support teachers in providing literacy instruction across curriculum</p>		
<ol style="list-style-type: none"> 1. GSE exploration to deconstruct standards, using research-based strategies/resources 	<ol style="list-style-type: none"> 1. Utilize writing rubrics for performance expectations 2. Provide writing resources to incorporate writing across the curriculum to increase writing scores 3. Incorporate literacy into the curriculum using a variety of resources 4. Provide instructional strategies and resources to increase Lexile scores 	<ol style="list-style-type: none"> 1. Student/Teacher conferences on student growth in writing 2. Use data to monitor Lexile levels of all students 3. Students monitor their own learning/improvements
<p>C. Collaborate with supporting out-of-school agencies/organizations within community</p>		
<ol style="list-style-type: none"> 1. Work with the Community Partners to assist with after school tutoring 	<ol style="list-style-type: none"> 1. Work with Community Partners to provide needed resources to reach more students with literacy needs 	<ol style="list-style-type: none"> 1. Use surveys to monitor effectiveness and identify areas of needs.

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<p>and homework and provide needed resources for student/family needs</p>	<p>2. Utilize Community Mentors to promote character education in order to decrease discipline</p>	<p>2. Monitor student achievement through grades/data</p>
<p>Building Block (BB) 3: Ongoing Formative and Summative Assessments</p>		
<p>A. Establish infrastructure for ongoing formative and summative assessments to determine need for and intensity of interventions and to evaluate the effectiveness of instruction</p>		
<ol style="list-style-type: none"> 1. Analysis STAR achievement data / EOG for student placement in remediation/acceleration; utilize data to identify areas of deficits: comprehending text, writing, critical thinking 2. Review benchmark data; share with content area/grade members 3. Continue to designate grade level person to be responsible for ensuring continued fidelity for all formative/summative assessment procedures and timelines 4. Universal screening, progress 	<ol style="list-style-type: none"> 1. Proper data analysis / dissemination of assessment results 2. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format 3. Provide assessment and intervention materials which are aligned with students' needs and are available and personnel trained in best practices. 	<ol style="list-style-type: none"> 1. Designate personnel for ensuring fidelity of assessment procedures/timelines 2. Continue research/select effective screening, progress monitoring, and diagnostic tools and professional learning to choose the correct tool for implementation. 3. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and summative)

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B. Use universal screening and progress monitoring for formative assessment		
<ol style="list-style-type: none"> 1. Universal Screening calendar, with roles/tasks, data collection/entry timelines 2. Universal Screeners progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding Response to Intervention (RTI). 	<ol style="list-style-type: none"> 1. Analyze data to develop/adjust instructional plans 2. Smooth transitions of student data analysis, processing, instructional planning between schools to address needs 3. Support to achieve literacy goals (PL release time; team meeting to improve coordination of instructional goals.) 4. PL on using assessment data to guide literacy instruction. 	<ol style="list-style-type: none"> 1. Provide continued PL sessions on assessment administration to staff who administer assessments to maintain use of standardized procedures and accurate data collection 2. Acknowledge staff's efforts to improve their use of assessment data to inform instruction 3. Make data-driven budget decisions aligned with literacy priority.
C. Use diagnostic assessment to analyze problems found in literacy screening		
<ol style="list-style-type: none"> 1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment. 	<ol style="list-style-type: none"> 1. Implement and select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size fits all approach 2. Implement diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards. 	<ol style="list-style-type: none"> 1. Continue to monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness. 2. Recognize/celebrate students meeting literacy goals.

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D. Use summative data to make programming decisions and to monitor individual student progress		
<ol style="list-style-type: none"> 1. Utilize benchmark analysis, student assessments, teacher recommendations to move students in/out of remediation/acceleration 2. Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement. 	<ol style="list-style-type: none"> 1. Use training options to provide professional learning on strategies to address specific skills identified as school-wide or subject area weakness. 2. Share and analyze student work samples as a way to inform instruction during collaborative planning. 3. Plan lessons, re-teaching, and intervention activities that target areas of need. 4. Plan time in teacher teams to review assessment results to identify program and instructional adjustments as needed. 	<ol style="list-style-type: none"> 1. Protocols for analyzing student assessments, evaluating student progress 2. Analyze and adjust curriculum alignment to eliminate literacy gaps. 3. Evaluate the effectiveness of programs and requirements based on analysis of summative assessment data (STAR, EOG)
E. Develop clearly articulated strategy for using data to improve teaching/learning		
<ol style="list-style-type: none"> 1. Identify participants for data teams for each building and for specific grade bands. 2. Schedule collaborative planning time for data meetings once a month to include T1, T2, and T3 students. 	<ol style="list-style-type: none"> 1. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities. 2. Implement protocol with fidelity. 3. Provide teachers with the time to analyze the data to determine the need for intervention. 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs.

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Building Block (BB) 4: Best Practices in Literacy Instruction		
A. Provide direct, explicit literacy instruction for all students		
<ol style="list-style-type: none"> 1. Continued collaboration with grade level teachers using DOE state units 2. Clearly aligned literacy instruction with GSE content-area standards 	<ol style="list-style-type: none"> 1. Vertical planning between grade level teachers to ensure scope and sequence of a reading program & DOE state units. 2. PL on reading curriculum and DOE state units implementing instructional strategies to build vocabulary and comprehension for students' needs. 3. Share effective differentiated lessons and strategies. 4. Literacy instruction PL on evidence-based best practices for small-group instruction, differentiated instruction for struggling students, and developing academic vocabulary 5. Integrate technology into literacy 6. Build classroom libraries using leveled readers to provide differentiation for all learners 	<ol style="list-style-type: none"> 1. Promote and expand parent-resource room to offer families access to differentiated student resources. 2. Continue to provide PL for staff in the use of the core program, differentiated instruction, and analyzing data. 3. Stay informed of up-to-date research related to differentiated instruction by building a teacher library of professional books and online sources. 4. Continue to build and sustain strong classroom libraries with current award-winning literature.

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B. Ensure students receive effective writing instruction across curriculum		
<ol style="list-style-type: none"> 1. Employ formative assessment strategies with feedback during the writing process. 2. Grade level discussions over best practices in content-area writing instruction. 	<ol style="list-style-type: none"> 1. Provide writing curriculum component on explicit evidence-based practices 2. PL on evidence-based practices in writing with cross-curricular writing plan that provides instruction for guided and independent practice. 	<ol style="list-style-type: none"> 1. Create a vertically and horizontally plan for writing aligned with GSE. 2. Provide PL of best practices in writing instruction incorporated in all subject areas.
C. Teachers work to develop/maintain student interest and engagement		
<ol style="list-style-type: none"> 1. Student rewards for meeting academic and/or reading goals quarterly and end-of-year 2. Stimulating, appropriate lessons with activities that are student-centered 	<ol style="list-style-type: none"> 1. Appropriate technology programs to enhance literacy and promote student engagement 2. Acquire interesting and engaging texts throughout all subject areas 	<ol style="list-style-type: none"> 1. Sustain technology programs that promote student engagement and interest. 2. Expand books of interest in media center and classroom library.
Building Block (BB) 5: System of Tiered Intervention for all Students		
A. Use information developed from the school-based data teams to inform the Multi-Tiered System of Support (MTSS) process		
<ol style="list-style-type: none"> 1. Screen students three to four times a year; analyze the data 2. Share and analyze student data among grade levels to determine students for RTI interventions. 	<ol style="list-style-type: none"> 1. Identify and utilize reading strategies specifically designed to assist with reading comprehension; focus for Tier 1/ Tier 2 2. Purchase a variety of leveled books for classroom libraries to provide students access to reading materials based on their reading ability. 	<ol style="list-style-type: none"> 1. Continue administrative monitoring/support of RTI process 2. Release time to review screening and diagnostic data to monitor progress and identify needs

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<ul style="list-style-type: none"> 3. Regularly review student progress; identify areas of need; move students into Tiers 4. Identify/prioritize students for intervention/supports based on data 	<ul style="list-style-type: none"> 3. Utilize an RTI data team to monitor fidelity of the process and align the process and resources across grade levels. 	
<p>B. Provide Tier I instruction based upon the GSE for all students</p>		
<ul style="list-style-type: none"> 1. Universal screening data used to identify Tier 1 instruction weaknesses, struggling students 2. Employ professionally qualified teachers; teach GSE 3. Assess student progress based on mastery of GSE 4. Utilize accelerated reader to expose students to a variety of texts and levels 5. Set student goals and discuss high expectations for success 6. Implement Daily 5 frameworks to provide literacy support 	<ul style="list-style-type: none"> 1. Writing across curriculum 2. Teach cross-curricular lessons/units in content areas 3. Use learning targets/success criteria to set clear expectations during instruction 4. Utilize effective vocabulary strategies to help increase reading 5. Implement rigorous instruction 	<ul style="list-style-type: none"> 1. Provide PL on setting learning targets/success criteria 2. Implement a cross-curricular writing curriculum 3. Provide PL to teachers on implementation of cross-curricular writing curriculum 4. Provide PL on rigorous instruction 5. Schedule time for planning and collaboration on developing cross-curricular lessons/units in content areas 6. Provide PL and resources on different vocabulary strategies

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<p>C. Implement Tier 2 needs-based interventions for targeted students. In Tier 3, ensure Student Support Team (SST) and Data Team monitor progress jointly.</p>		
<ol style="list-style-type: none"> 1. Movement within RTI based on progress monitoring scores and overall classroom progress 2. Student progress is assessed, if deficiencies continue, interventions changed or student is moved within the tiers 	<ol style="list-style-type: none"> 1. Schedule time to collaboration and time to ensure protocols are followed, effective and data is monitored 2. Create consistent protocols for progress monitoring, data collection, and reporting 	<ol style="list-style-type: none"> 1. Develop a progressive chart to help teachers identify specific skills and interventions to meet student needs 2. Provide additional reading interventions to address student needs 3. Provide progress monitoring resources that are consistently aligned to specific skills across grade levels 4. Provide PL and support to teachers on the implementation of all interventions
<p>D. Implement specially-designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the GSE any other way (MTSS)</p>		
<ol style="list-style-type: none"> 1. For continued deficiencies after Tier 3 interventions, recommendations are made to the School Psychologist, Special Education Director for further testing 2. Resource/inclusion classes for students with disabilities provided to intensify GSE instruction 	<ol style="list-style-type: none"> 1. Provide effective interventions for students with disabilities 2. Utilize typical peer indicators of closing performance gap to monitor subgroup progress/performance 3. Provide time for Gen Ed/SpEd teacher to collaborate on planning for instruction that meets the needs of their students 	<ol style="list-style-type: none"> 1. Release time to analyze data and document performance for students to ensure intense interventions are appropriate 2. Provide PL on the implementation of interventions

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<ul style="list-style-type: none"> 3. Instruction in least restrictive environment 4. SpEd, GenEd, and gifted teachers participate in content related PL 		
Building Block (BB) 6: Improved Instruction through Professional Learning		
A. Ensure pre-service education prepares new teachers for all classroom challenges		
<ul style="list-style-type: none"> 1. Mentor Teacher Program- New teachers are assigned with veteran teachers to help guide and lead them to be successful in their classroom. 2. Administrators conduct monthly patterns of practice observations and provide feedback as well as support. 3. During pre-planning teachers, administrators, and school leaders meet to ensure understanding of school expectations and protocols. 	<ul style="list-style-type: none"> 1. New teacher training on classroom management to improve discipline. 2. New teacher training on grade level literacy expectations and on resources specific to the subject area. 3. New teachers will be introduced to the importance of Lexile scores and the impact they have on a child’s literacy instruction throughout grade levels. 4. Provide DOK level training for new teachers. 5. Provide Differentiation training 6. Outline expectations/protocol of Data Analysis 7. Increase opportunities for peer observations to support teachers. 	<ul style="list-style-type: none"> 1. Provide support of the integration of literacy throughout content areas 2. Continue consulting with CPRESA Wrap Around Specialist

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B. Provide PL for in-service personnel		
<p>1. Professional learning is prescribed based on observations and walkthroughs conducted by administrators using the TKES standards.</p>	<ol style="list-style-type: none"> 1. Peer observations are conducted to support teachers. 2. PL is needed to help support classroom teachers implement a meaningful reading and writing program. 3. Instructional strategies to build fluency, vocabulary, writing, and comprehension skills across all content areas. 4. Released time of teachers for redelivery. 5. Integrate meaningful technology activities to aid in literacy instruction. 6. Release time for teachers to develop activities/lessons/units that fully integrate GSE rigor to reach all subgroups and early readers. 7. Provide Differentiation training 8. Outline expectations/protocol of Data Analysis 9. PL for interpreting universal screeners 	<ol style="list-style-type: none"> 1. PL effectiveness will be determined by data analysis of GSE mastery in all subgroups.

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LCES

LCES		
<p>Overview</p> <ul style="list-style-type: none"> ● Title I School (3-5) ● 412 Students ● 24% African American ● 63% White ● 8% Hispanic ● 5% Multi Racial ● 0% Other ● 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> ● 35 Teachers (1 half-time, 5 shared with LCPS, 1 shared with LCMS) ● 5 Paraprofessionals ● Counselor ● Instructional Lead Teacher (shared with LCPS) ● Speech Pathologist ● Nurse (shared with LCPS) ● 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● DARE ● 4-H ● Girls on the Run ● Mentor Team ● Core Academics ● RTI Support ● Specials: PE/Health, Music, Media, Keyboarding, Art ● Title 1 Support ● ESOL/Migrant Services ● Guidance Classes ● Gifted/Advanced Content ● Co-Teaching ● Remediation/Acceleration Block ● After-School Tutoring (IMPACT Center) ● PBIS ● Boy/Girl Scouts ● ECON Games
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Ryan Branch- Principal ● Kelly Newsome- Assistant Principal ● Serena Moore- Counselor ● Courtney Walker – ILT ● Monica Berryhill- 3rd Grade Lead Teacher ● Emily Hunt- 3rd Grade Teacher ● Patrick Jordan – 4th Grade Lead Teacher ● Nicole Berryhill- ELA 4th Grade Teacher ● Kristie Russ- 5th Grade Lead Teacher ● Kimberly Sirmans- Math 5th Grade Teacher ● Lori-Ann McFather- 3rd Grade Sped Co-Teacher ● Sena Pike- Media Specialist 	<p>Community Assets</p> <ul style="list-style-type: none"> ● IMPACT Center ● Family Connections ● Farm Bureau ● Health Department ● Boy/Girl Scouts ● Church/Faith-based Organization ● ESOL/Migrant ● Local Restaurants ● Farmers and Merchants Bank ● Local Businesses ● Local Counseling Agencies ● South Georgia Medical Center ● Recreation Department ● Parent/Community Volunteers ● Miller Library 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> ● Journeys ● I-Station ● Education Galaxy ● Moby Max ● GSE Implementation ● Accelerated Reader ● Word Walls ● Focus Walks/Peer Observation ● RTI ● Co-Teaching ● Vertical Meetings ● SONDAY ● Graphic Organizers ● RACE/RAPP ● DOK Training ● Novel Studies ● GSE Exploration
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> ● Jennifer Serravallo –Reading/Writing Strategies ● Flocabulary ● Daily Five ● Writing Journals 	<p>PL Needs</p> <ul style="list-style-type: none"> ● Instructional Strategies to build vocabulary, fluency, comprehension and writing skills throughout content areas 	<p>Need for LAGA Grant</p> <ul style="list-style-type: none"> ● Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, fluency, comprehension, and writing.

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<ul style="list-style-type: none"> ● Vocabulary Journals ● PBIS ● Quizlet/Kahoot/Quizizz ● Gallopade ● Georgia Ready ● Differentiation ● Data Analysis ● RTI ● STAR/Accelerated Reader ● SONDAY ● Keyboarding Without Tears 	<ul style="list-style-type: none"> ● Integrating purposeful use of technology into classroom instruction ● Develop and implement activities/lessons/units that fully integrate GSE rigor to reach the needs of all subgroups ● Develop a systematic process to identify specific needs for implementing appropriate leveled intervention strategies ● Differentiated Instructional Strategies ● Instructional Strategies to assist students with significant reading/writing delays ● Plan PL with CPRESA Wrap Around Specialist 	<ul style="list-style-type: none"> ● Provide all stakeholders with PL necessary to help children become proficient in literacy. ● Provide training, technology, and resources to meet the evolving needs of students. ● Promote literacy awareness throughout the system and community. ● Provide/distribute literacy resources to families and throughout the community.
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Lanier Leads		
Ready to Learn	Ready to Live	Ready to Lead
Building Block (BB)1: Engaged Leadership		
Currently	Going Forward	Expanding/Sustaining
A. Demonstrate commitment to learn about/support evidence-based literacy instruction		
<ol style="list-style-type: none"> 1. Schedules protected time for literacy and teacher collaboration. 2. Patterns of practice and TKES walk- throughs to focus on literacy standards with appropriate feedback. 	<ol style="list-style-type: none"> 1. Implement evidence-based literacy program PK-5. 2. Expand PL based on current teacher and student literacy needs 3. Expand PL for literacy programs to be implemented. 	<ol style="list-style-type: none"> 1. PL to build capacity for future teacher leaders. 2. Release school days for PL 3. Continuously use data analysis to drive instruction.
B. Organize Literacy Leadership Team		
<ol style="list-style-type: none"> 1. Literacy Team somewhat established but needs to be expanded PK-5. 	<ol style="list-style-type: none"> 1. Literacy Team established and meets regularly with agendas outlining goals and objectives. 	<ol style="list-style-type: none"> 1. Continually review literacy vision, set priorities and allocate resources to sustain.

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	<ol style="list-style-type: none"> 2. Shared literacy vision that is aligned with state and local literacy plan. 3. Develop a list of literacy needs and recommendations that can be used across all content areas. 4. Conduct focus walks with faculty to ensure consistency of effective practices in all classrooms. 5. Continue to utilize data to prioritize literacy needs/goals. 	<ol style="list-style-type: none"> 2. Continually utilize all resources and stakeholder input to support and provide for literacy. 3. Add CPRESA Wrap Around Specialist to our Literacy Team
<p>C. Maximize use of time/personnel through scheduling/collaborative planning</p>		
<ol style="list-style-type: none"> 1. Protected literacy schedule, 90-120 minutes, is provided in all grades for all students. 2. Intervention/ELT time is built into the schedule. 3. Protected time for collaborative planning across content areas. 	<ol style="list-style-type: none"> 1. Teacher leaders facilitate sustainable PL. 2. Expand and maximize cross-curricular collaboration. 3. Expand efforts to eliminate inefficiencies during instructional time. 4. Expand focus walks, patterns of practice and observations. 	<ol style="list-style-type: none"> 1. Continued teacher led PL and team/staff meetings. 2. Consistently use formative assessment data to drive literacy instruction. 3. Time Released for Quarterly PL Planning days
<p>D. Create school culture in which teachers across curriculum are responsible for GSE-aligned literacy instruction</p>		
<ol style="list-style-type: none"> 1. Developed units, pacing guides and lesson plans following the GSE. 	<ol style="list-style-type: none"> 1. Continued PL on effective literacy strategies within each content area. 2. Expand accountability to include all content areas and monitor literacy instruction. 	<ol style="list-style-type: none"> 1. Sustain PL on effective literacy strategies within each content area. 2. Instructional focus on literacy will align with school improvement plan and comprehensive needs assessment.

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	<ol style="list-style-type: none"> 3. Determine consistent scope and sequence to ensure there are no gaps among content areas 	
<p>E. Optimize literacy instruction across all content areas</p>		
<ol style="list-style-type: none"> 1. The school agrees that a school wide literacy plan across curriculum is needed. 	<p>Consistent and pervasive literacy instruction:</p> <ol style="list-style-type: none"> 1. Systematic procedure for academic vocabulary in all subjects. 2. Integration of daily writing in every class. 3. Expand PL for reading and writing best practices. 	<ol style="list-style-type: none"> 1. Establish protocol for student self-monitoring and improvement of literacy skills. 2. Continue to engage family and all stakeholders in literacy activities and family nights.
<p>F. Enlist community at large to support schools/teachers in development of college and career ready students as articulated in GSE</p>		
<ol style="list-style-type: none"> 1. Traditional outlets: school publications, newspaper, school website. 2. Utilize community organizations (PFE, impact center and family connections) to enlist the help of stakeholders to promote literacy. 	<ol style="list-style-type: none"> 1. Involve the Parent Advisory Committee (PAC) in developing and achieving goals. 2. Provide transportation to literacy events to promote community participation. 3. Offer alternatives for supported student learning: parent involvement in literacy/school activities; home reading materials, literacy training for parents, and after school tutoring. 	<ol style="list-style-type: none"> 1. Continue to involve Parent Advisory Committee in developing and achieving goals. 2. Enlist parent, business to promote literacy awareness: <ol style="list-style-type: none"> a. Flyers encouraging reading to/with children. b. Fundraising for literacy in schools/community.

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Building Block (BB) 2: Continuity of Instruction

A. Ensure consistent literacy focus across the curriculum through the use of collaborative teams

1. Collaboration to address achievement/grade expectations, analyze data for all students to align instruction, team lesson planning, provide technology to enhance writing process

1. Provide/release quality time for teachers to do peer observations to acquire knowledge/strategies to use., organize resources/materials to ensure success for all students

1. Provide PL training for reading and writing programs for best practices
2. Monitor student effectiveness and adjust areas of need to improve overall student achievement
3. Vertical team collaborations
4. Provide vertical opportunities for peer shadowing to have consistent expectations

B. Support teachers in providing literacy instruction across curriculum

1. GSE exploration to deconstruct standards, using research-based strategies/resources

1. Utilize writing rubrics for performance expectations
2. Provide writing resources to incorporate writing across the curriculum to increase writing scores
3. Incorporate literacy into the curriculum using a variety of resources
4. Provide instructional strategies and resources to increase Lexile scores

1. Student/Teacher conferences on student growth in writing
2. Use data to monitor Lexile levels of all students
3. Students monitor their own learning/improvements

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C. Collaborate with supporting out-of-school agencies/organizations within community		
<ol style="list-style-type: none"> 1. Work with the Community Partners to assist with after school tutoring and homework and provide needed resources for student/family needs 	<ol style="list-style-type: none"> 1. Work with Community Partners to provide needed resources to reach more students with literacy needs 2. Utilize Community Mentors to promote character education in order to decrease discipline 	<ol style="list-style-type: none"> 1. Use surveys to monitor effectiveness and identify areas of needs. 2. Monitor student achievement through grades/data
Building Block (BB) 3: Ongoing Formative and Summative Assessments		
A. Establish infrastructure for ongoing formative and summative assessments to determine need for and intensity of interventions and to evaluate effectiveness of instruction		
<ol style="list-style-type: none"> 1. Analysis STAR achievement data / EOG for student placement in remediation/acceleration; utilize data to identify areas of deficits: comprehending text, writing, critical thinking 2. Review benchmark data; share with content area/grade members 3. Continue to designate grade level person to be responsible for ensuring continued fidelity for all formative/summative assessment procedures and timelines 4. Universal screening, progress 	<ol style="list-style-type: none"> 1. Proper data analysis / dissemination of assessment results 2. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format 3. Provide assessment and intervention materials which are aligned with students' needs and are available and personnel trained in best practices. 	<ol style="list-style-type: none"> 1. Designate personnel for ensuring fidelity of assessment procedures/timelines 2. Continue research/select effective screening, progress monitoring, and diagnostic tools and professional learning to choose the correct tool for implementation. 3. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and summative)

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B. Use universal screening and progress monitoring for formative assessment		
<ol style="list-style-type: none"> 1. Universal Screening calendar, with roles/tasks, data collection/entry timelines 2. Universal Screeners progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding Response to Intervention (RTI). 	<ol style="list-style-type: none"> 1. Analyze data to develop/adjust instructional plans 2. Smooth transitions of student data analysis, processing, instructional planning between schools to address needs 3. Support to achieve literacy goals (PL release time; team meeting to improve coordination of instructional goals.) 4. PL on using assessment data to guide literacy instruction. 	<ol style="list-style-type: none"> 1. Provide continued PL sessions on assessment administration to staff who administer assessments to maintain use of standardized procedures and accurate data collection 2. Acknowledge staff's efforts to improve their use of assessment data to inform instruction 3. Make data-driven budget decisions aligned with literacy priority.
C. Use diagnostic assessment to analyze problems found in literacy screening		
<ol style="list-style-type: none"> 1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment. 	<ol style="list-style-type: none"> 1. Implement and select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size fits all approach 2. Implement diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards. 	<ol style="list-style-type: none"> 1. Continue to monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness. 2. Recognize/celebrate students meeting literacy goals.

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D. Use summative data to make programming decisions and to monitor individual student progress		
<ol style="list-style-type: none"> 1. Utilize benchmark analysis, student assessments, teacher recommendations to move students in/out of remediation/acceleration 2. Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement. 	<ol style="list-style-type: none"> 1. Use training options to provide professional learning on strategies to address specific skills identified as school-wide or subject area weakness. 2. Share and analyze student work samples as a way to inform instruction during collaborative planning. 3. Plan lessons, re-teaching, and intervention activities that target areas of need. 4. Plan time in teacher teams to review assessment results to identify program and instructional adjustments as needed. 	<ol style="list-style-type: none"> 1. Protocols for analyzing student assessments, evaluating student progress 2. Analyze and adjust curriculum alignment to eliminate literacy gaps. 3. Evaluate the effectiveness of programs and requirements based on analysis of summative assessment data (STAR, EOG)
E. Develop clearly articulated strategy for using data to improve teaching/learning		
<ol style="list-style-type: none"> 1. Identify participants for data teams for each building and for specific grade bands. 2. Schedule collaborative planning time for data meetings once a month to include T1, T2, and T3 students. 	<ol style="list-style-type: none"> 1. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities. 2. Implement protocol with fidelity. 3. Provide teachers with the time to analyze the data to determine the need for intervention. 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs.

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Building Block (BB) 4: Best Practices in Literacy Instruction

A. Provide direct, explicit literacy instruction for all students

1. Continued collaboration with grade level teachers using DOE state units
2. Clearly aligned literacy instruction with GSE content-area standards

1. Vertical planning between grade level teachers to ensure scope and sequence of a reading program & DOE state units.
2. PL on reading curriculum and DOE state units implementing instructional strategies to build vocabulary and comprehension for students' needs.
3. Share effective differentiated lessons and strategies.
4. Literacy instruction PL on evidence-based best practices for small-group instruction, differentiated instruction for struggling students, and developing academic vocabulary
5. Integrate technology into literacy
6. Build classroom libraries using leveled readers to provide differentiation for all learners

1. Promote and expand parent-resource room to offer families access to differentiated student resources.
2. Continue to provide PL for staff in the use of the core program, differentiated instruction, and analyzing data.
3. Stay informed of up-to-date research related to differentiated instruction by building a teacher library of professional books and online sources.
4. Continue to build and sustain strong classroom libraries with current award-winning literature.

B. Ensure students receive effective writing instruction across curriculum

1. Employ formative assessment strategies with feedback during the writing process.

1. Provide writing curriculum component on explicit evidence-based practices

1. Create a vertically and horizontally plan for writing aligned with GSE.

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<ol style="list-style-type: none"> 2. Grade level discussions over best practices in content-area writing instruction. 	<ol style="list-style-type: none"> 2. PL on evidence-based practices in writing with cross-curricular writing plan that provides instruction for guided and independent practice. 	<ol style="list-style-type: none"> 2. Provide PL of best practices in writing instruction incorporated in all subject areas.
<p>C. Teachers work to develop/maintain student interest and engagement</p>		
<ol style="list-style-type: none"> 1. Student rewards for meeting academic and/or reading goals quarterly and end-of-year 2. Stimulating, appropriate lessons with activities that are student-centered 	<ol style="list-style-type: none"> 1. Appropriate technology programs to enhance literacy and promote student engagement 2. Acquire interesting and engaging texts throughout all subject areas 	<ol style="list-style-type: none"> 1. Sustain technology programs that promote student engagement and interest. 2. Expand books of interest in media center and classroom library.
<p>Building Block (BB) 5: System of Tiered Intervention for all Students</p>		
<p>A. Use information developed from the school-based data teams to inform the Multi-Tiered System of Support (MTSS) process</p>		
<ol style="list-style-type: none"> 1. Screen students three to four times a year; analyze the data 2. Share and analyze student data among grade levels to determine students for RTI interventions. 3. Regularly review student progress; identify areas of need; move students into Tiers 4. Identify/prioritize students for intervention/supports based on data 	<ol style="list-style-type: none"> 1. Identify and utilize reading strategies specifically designed to assist with reading comprehension; focus for Tier 1/ Tier 2 2. Purchase a variety of leveled books for classroom libraries to provide students access to reading materials based on their reading ability. 3. Utilize an RTI data team to monitor fidelity of the process and align the process and resources across grade levels. 	<ol style="list-style-type: none"> 1. Continue administrative monitoring/support of RTI process 2. Release time to review screening and diagnostic data to monitor progress and identify needs

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B. Provide Tier I instruction based upon the GSE for all students		
<ol style="list-style-type: none"> 1. Universal screening data used to identify Tier 1 instruction weaknesses, struggling students 2. Employ professionally qualified teachers; teach GSE 3. Assess student progress based on mastery of GSE 4. Utilize accelerated reader to expose students to a variety of texts and levels 5. Set student goals and discuss high expectations for success 6. Implement Daily 5 frameworks to provide literacy support 	<ol style="list-style-type: none"> 1. Writing across curriculum 2. Teach cross-curricular lessons/units in content areas 3. Use learning targets/success criteria to set clear expectations during instruction 4. Utilize effective vocabulary strategies to help increase reading 5. Implement rigorous instruction 	<ol style="list-style-type: none"> 1. Provide PL on setting learning targets/success criteria 2. Implement a cross-curricular writing curriculum 3. Provide PL to teachers on implementation of cross-curricular writing curriculum 4. Provide PL on rigorous instruction 5. Schedule time for planning and collaboration on developing cross-curricular lessons/units in content areas 6. Provide PL and resources on different vocabulary strategies
C. Implement Tier 2 needs-based interventions for targeted students. In Tier 3, ensure Student Support Team (SST) and Data Team monitor progress jointly.		
<ol style="list-style-type: none"> 1. Movement within RTI based on progress monitoring scores and overall classroom progress 2. Student progress is assessed, if deficiencies continue, interventions changed or student is moved within the tiers 	<ol style="list-style-type: none"> 1. Schedule time to collaboration and time to ensure protocols are followed, effective and data is monitored 2. Create consistent protocols for progress monitoring, data collection, and reporting 	<ol style="list-style-type: none"> 1. Develop a progressive chart to help teachers identify specific skills and interventions to meet student needs 2. Provide additional reading interventions to address student needs

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		<ol style="list-style-type: none"> 3. Provide progress monitoring resources that are consistently aligned to specific skills across grade levels 4. Provide PL and support to teachers on the implementation of all interventions
<p>D. Implement specially-designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the GSE any other way (MTSS)</p>		
<ol style="list-style-type: none"> 1. For continued deficiencies after Tier 3 interventions, recommendations are made to the School Psychologist, Special Education Director for further testing 2. Resource/inclusion classes for students with disabilities provided to intensify GSE instruction 3. Instruction in least restrictive environment 4. SpEd, GenEd, and gifted teachers participate in content related PL 	<ol style="list-style-type: none"> 1. Provide effective interventions for students with disabilities 2. Utilize typical peer indicators of closing performance gap to monitor subgroup progress/performance 3. Provide time for Gen Ed/SpEd teacher to collaborate on planning for instruction that meets the needs of their students 	<ol style="list-style-type: none"> 1. Release time to analyze data and document performance for students to ensure intense interventions are appropriate 2. Provide PL on the implementation of interventions

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Building Block (BB) 6: Improved Instruction through Professional Learning

A. Ensure pre-service education prepares new teachers for all classroom challenges

<ol style="list-style-type: none"> 1. Mentor Teacher Program- New teachers are assigned with veteran teachers to help guide and lead them to be successful in their classroom. 2. Administrators conduct monthly patterns of practice observations and provide feedback as well as support. 3. During pre-planning teachers, administrators, and school leaders meet to ensure understanding of school expectations and protocols. 	<ol style="list-style-type: none"> 1. New teacher training on classroom management to improve discipline. 2. New teacher training on grade level literacy expectations and on resources specific to the subject area. 3. New teachers will be introduced to the importance of Lexile scores and the impact they have on a child’s literacy instruction throughout grade levels. 4. Provide DOK level training for new teachers. 5. Provide Differentiation training 6. Outline expectations/protocol of Data Analysis 7. Increase opportunities for peer observations to support teachers. 	<ol style="list-style-type: none"> 1. Provide support of the integration of literacy throughout content areas 2. Continue consulting with CPRESA Wrap Around Specialist
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B. Provide PL for in-service personnel

<ol style="list-style-type: none"> 1. Professional learning is prescribed based on observations and walkthroughs conducted by 	<ol style="list-style-type: none"> 1. Peer observations are conducted to support teachers. 	<ol style="list-style-type: none"> 1. PL effectiveness will be determined by data analysis of GSE mastery in all subgroups.
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<p>administrators using the TKES standards.</p>	<ol style="list-style-type: none">2. PL is needed to help support classroom teachers implement a meaningful reading and writing program.3. Instructional strategies to build fluency, vocabulary, writing, and comprehension skills across all content areas.4. Released time of teachers for redelivery.5. Integrate meaningful technology activities to aid in literacy instruction.6. Release time for teachers to develop activities/lessons/units that fully integrate GSE rigor to reach all subgroups and early readers.7. Provide Differentiation training8. Outline expectations/protocol of Data Analysis9. PL for interpreting universal screeners	
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Lanier County Schools, Lanier County High School: School Literacy Plan

LCHS		
<p>Overview</p> <ul style="list-style-type: none"> ● Title I School (9-12) ● 436 Students ● 26% African American ● 61% White ● 7% Hispanic ● 5% Multi Racial ● 1% Other ● 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> ● 33 Teachers (2 half-time, 3 shared with LCMS) ● 3 Paraprofessionals ● Counselor ● Instructional Lead Teacher (shared with LCMS) ● Speech Pathologist (shared with the district) ● Nurse (shared with LCMS) ● 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● Core Academics ● RTI Support ● CTAE: Business, Agriculture, Family and Consumer Sciences ● Band, Art ● Dual Enrollment ● Extended Learning Time (ELT) ● Extra-curricular/sports opportunities ● After-school/in-school tutoring ● Credit Recovery/ Credit Repair
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Reada Hamm – Principal ● Scott Ray – Assistant Principal ● April Gano – Guidance Counselor ● Lisa Wood – ELA Department Chair ● Margo Montgomery – Math Department Chair ● Deidre Chadwick – Science Department Chair ● Jason Frost – Social Studies Department Chair ● Shannon Danforth – CTAE Department Chair ● Sylvia Ragan – CTAE Director ● Kathryn Bailey – PBIS Chair ● Brian Sirmans – Instructional Lead Teacher ● Alison Swann – Media Specialist 	<p>Community Assets</p> <ul style="list-style-type: none"> ● Youth Impact Center ● Lakeland/Lanier County Chamber of Commerce ● Church/Faith-based Organizations ● Civic Organizations ● Miller/ Lakeland Public Library ● Lanier County Family Connections ● South Georgia Medical Center Lanier Campus ● Lanier County Development Authority ● Wiregrass Technical College ● Lanier UGA Extension Service ● Lanier County Health Department ● Childcare Providers 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> ● CCGPS/GPS/GSE Implementation ● Poverty Training ● RTI ● Focus Walks/Peer Observations ● Depth of Knowledge Training ● Co-Teaching ● Amie Dean Positive Behavior Interventions Training ● Close Reading
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> ● PBIS ● Data Analysis and utilization ● Check and Connect ● Standards Based Classrooms ● Multi-Tiered Systems of Support (MTSS) ● Universal Screening/ Progress Monitoring ● Student Engagement 	<p>PL Needs</p> <ul style="list-style-type: none"> ● Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas. ● Differentiated instructional strategies for all subgroups. ● Assisting students with significant reading/writing delays. ● Integrating technology into classroom instruction. ● Developing activities/lessons/units that fully integrate GSE rigor/academic challenge and promote student engagement. 	<p>Need for LAGA Grant</p> <ul style="list-style-type: none"> ● Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing. ● Provide all stakeholders with PL necessary to help children become proficient in literacy. ● Provide training, technology, and resources to meet the evolving needs of students. ● Promote literacy awareness throughout the system and community.

Lanier County Schools, Lanier County High School: School Literacy Plan

	<ul style="list-style-type: none"> Analyzing and using data to make decisions regarding academic placement and progress, especially pertaining to MTSS. Utilizing learning targets and success criteria to promote content mastery in the classroom Plan PL with CPRESA Wrap Around Specialist 	<ul style="list-style-type: none"> Provide/distribute literacy resources to families and throughout the community.
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Lanier Leads		
Ready to Learn	Ready to Live	Ready to Lead
Currently	Going Forward	Expanding/Sustaining
Building Block (BB)1: Engaged Leadership		
A. Demonstrate commitment to learn about/support evidence-based literacy instruction		
1. TKES walk-throughs; instructional focus on literacy standards; feedback from walk-throughs and lesson plans	1. PL based on student data/teacher needs 2. Administration is part of Literacy Team and participates in PL to support classroom instruction 3. Ensure new teachers have PL in current programs; refresher sessions for veteran users of programs	1. Data analysis; adjust PL; deliberate efforts to identify and train future leaders
B. Organize Literacy Leadership Team		
1. Organizing our Literacy Team to include all content areas 2. Build a shared literacy vision that is aligned with the state literacy plan	1. Stakeholders understand literacy goals/roles in meeting goals 2. Use CNA/student data, identify/allocate funding to support literacy; develop prioritized recommendations/goals for improvement 3. Select/develop observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices	1. Review/reassign staff to maximize achievement of literacy goals 2. Identify literacy priorities; allocate resources to sustain 3. Leverage help from parents and community; investigate community funding to help support literacy; provide transportation to literacy events/PL 4. Add CPRESA Wrap Around Specialist to our Literacy Team

Lanier County Schools, Lanier County High School: School Literacy Plan

C. Maximize use of time/personnel through scheduling/collaborative planning		
<ol style="list-style-type: none"> 1. Employ professionally qualified teachers, media specialist, and teacher leaders who understand/are able to meet adolescent needs/interests 	<ol style="list-style-type: none"> 1. Maximize instructional time: identifying effective differentiated instructional strategies, promoting active engagement, teaching key areas of literacy and writing within content areas. 2. Train/utilize teacher leaders to facilitate sustainable PL. 3. Interdisciplinary collaboration through peer observations to analyze research-based strategies 4. Teacher release time for professional planning 	<ol style="list-style-type: none"> 1. PL at PLC/faculty meetings 2. Effectively use formative assessments results to determine impact of efforts to maximize instructional time 2. Maximize cross-curricular collaboration time
D. Create school culture in which teachers across curriculum are responsible for GSE-aligned literacy instruction		
<ol style="list-style-type: none"> 1. All stakeholders are “responsible for promoting literacy” 2. Develop integrated units/lesson plans for all content areas. 	<ol style="list-style-type: none"> 1. Accountability infrastructure for literacy instruction in content areas using literacy standards for social studies, science, and technical subjects 	<ol style="list-style-type: none"> 1. Strategies for maintaining momentum/progress of literacy initiatives 2. Instructional focus on literacy development through targeted/sustained PL
E. Optimize literacy instruction across all content areas		
<ol style="list-style-type: none"> 1. Agree that school-wide literacy plan across curriculum is needed 	<p>Pervasively incorporate literacy skills in daily instruction</p> <ol style="list-style-type: none"> 1. Writing in content area instruction; utilize extended response questions consistently 2. Reading and writing best practices PL 3. Technology to expedite the writing process 	<ol style="list-style-type: none"> 1. Identify skills/knowledge needed for literacy proficiency 2. Create a forum (virtual/face-to-face) to share ideas to infuse literacy into daily instruction 3. Family nights engage parents in literacy activities

Lanier County Schools, Lanier County High School: School Literacy Plan

F. Enlist community at large to support schools/teachers in development of college and career ready students as articulated in GSE		
<ol style="list-style-type: none"> 1. Traditional outlets (School/system publications, newspaper, Lanier County Chamber of Commerce, School website) to promote and celebrate achievements and academic success 2. Curriculum Nights 3. Literacy Nights 4. Back to school nights 5. Parents are invited to participate in Leadership team meetings 	<ol style="list-style-type: none"> 1. Continue to expand curriculum/literacy/back to school nights and community wide meetings to enlist people to help in areas of interest or experience. 2. Leadership team includes stakeholders and will work with Literacy Team to promote literacy plan utilizing social/print media and parent correspondence 3. Provide transportation to literacy events/PL 	<ol style="list-style-type: none"> 1. Proactively support student learning: parent involvement in literacy/school activities; home reading materials; after school tutoring 2. Enlist parents, businesses to pursue funding for literacy resources and materials 3. Enlist parents, businesses to promote literacy awareness: <ol style="list-style-type: none"> a. Flyers encouraging reading with your children b. Fundraising for literacy within the community
BB 2: Continuity of Instruction		
A. Ensure consistent literacy focus across curriculum through use of collaborative teams		
<ol style="list-style-type: none"> 1. Collaboration to address achievement/grade expectations, analyze work, align instruction; lesson planning/implementation to address literacy needs 	<ol style="list-style-type: none"> 1. Sustained PL on content-area literacy strategies 2. Release time to observe lessons, organize materials, practice effective instructional strategies using peer classrooms, mentor teachers 3. Develop/revise literacy plan: literacy across the curriculum; promoting literacy at home, school, community; incorporating daily literacy instruction 4. Use narrative, argumentative, and informational writing in various classes (i.e. informational- science, 	<ol style="list-style-type: none"> 1. Monitor/adjust teams for effectiveness; analyze videos of good instruction to improve disciplinary literacy instruction

Lanier County Schools, Lanier County High School: School Literacy Plan

	<p>argumentative- social studies, narrative-ELA)</p> <ol style="list-style-type: none"> 5. Reading/writing best practices PL 6. Technology to expedite the writing process 	
B. Support teachers in providing literacy instruction across curriculum		
<ol style="list-style-type: none"> 1. Identify concepts/skills needed to meet GSE expectations using research-based strategies/resources 	<ol style="list-style-type: none"> 1. Incorporate literacy into curriculum using print/non-print resources 2. Utilize GADOE/GSE writing rubrics for performance expectations 3. Writing PL 	<ol style="list-style-type: none"> 1. School-wide literacy celebrations 2. Students focus on their own improvement 3. Opportunities to write, speak, listen using face-to-face/online options for listening, viewing, communicating through social media
C. Collaborate with supporting out-of-school agencies/organizations within community		
<ol style="list-style-type: none"> 1. Encourage organizations and families to allot daily reading time, to participate in choosing appropriate texts 	<ol style="list-style-type: none"> 1. Identify/contact learning supports within Youth Impact Center, Miller Public Library, Lanier Family Connections to target student improvement 2. Work with other schools in our district to fill program/service gaps 2. Provide literacy awareness/resource support to organizations 	<ol style="list-style-type: none"> 1. After-school programs evaluate effectiveness using pre/post/progress monitoring assessments

Lanier County Schools, Lanier County High School: School Literacy Plan

	<ol style="list-style-type: none"> 3. Work with Lakeland/Lanier Chamber of Commerce, Youth Impact Center, Family Connections, Miller Public Library and other local agencies to identify literacy challenges; prepare them to assist with after school tutoring, research and homework 4. Work with community, faith-based groups to accommodate more students; gather reading materials (books, magazines, internet, online data bases, other text sources) to enhance literacy 	
BB 3: Ongoing Formative and Summative Assessments		
A. Establish infrastructure for ongoing formative and summative assessments to determine need for and intensity of interventions and to evaluate effectiveness of instruction		
<ol style="list-style-type: none"> 1. Analyze EOC/achievement data for student placement in remediation/acceleration; utilize data to identify areas of struggle: comprehending informational text, writing, critical thinking 2. Review benchmark data; share within content area PLCs 	<ol style="list-style-type: none"> 1. Proper data collection/storage, analysis/dissemination of assessment results 2. Assessment/intervention materials available, used; personnel trained 3. Keyboarding instruction in earlier grade levels to help prepare for EOC 4. Continue to receive training on how to better use data to plan lessons and impact instructional efforts 	<ol style="list-style-type: none"> 1. Designate personnel for ensuring fidelity of assessment procedures and timelines 2. Research/select effective screening , progress monitoring, diagnostic tools for determining student readiness.

Lanier County Schools, Lanier County High School: School Literacy Plan

B. Use universal screening and progress monitoring for formative assessment		
<ol style="list-style-type: none"> 1. Universal screening (MAP) calendar, with roles/tasks, data collection/entry timelines 2. Analyze data to develop/adjust instructional plans 3. Universal screeners to monitor instructional, remedial effectiveness 	<ol style="list-style-type: none"> 1. Smooth transition of data analysis, processing, instructional planning between schools to address needs 2. PL on using assessment data to guide literacy instruction, MAP resources and support 3. Support to achieve literacy goals (PL release time; department collaboration meetings to improve coordination of instructional goals) 	<ol style="list-style-type: none"> 1. PL/refresher sessions on assessment administration to ensure standardized procedures, accuracy of data recording 2. Data-driven budget decisions aligned with literacy priorities
C. Use diagnostic assessment to analyze problems found in literacy screening		
<ol style="list-style-type: none"> 1. Utilize curriculum-based assessments/ Universal Screener data for RTI placement 2. Use technology for communicating data to district/building literacy and leadership teams in a timely manner 	<ol style="list-style-type: none"> 1. Utilize diagnostic tests to analyze problems found in the screening for placement within intervention, adjust instruction 2. improve mobility process within tiers 	<ol style="list-style-type: none"> 1. Monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness 2. Recognize/celebrate students meeting literacy goals
D. Use summative data to make programming decisions and to monitor individual student progress		
<ol style="list-style-type: none"> 1. Use EOC/summative/community data to develop literacy plan 2. Evaluate student progress, modify instructional strategies regularly 	<ol style="list-style-type: none"> 1. Collaboration to improve instruction 2. Utilize benchmark analysis, student assessments, teacher recommendations to move students in/out of remediation/acceleration 	<ol style="list-style-type: none"> 1. Protocols for analyzing assessments, evaluating student progress 2. Cross-grade examination of curriculum alignment to identify/eliminate gaps based on summative assessment data analysis

Lanier County Schools, Lanier County High School: School Literacy Plan

E. Develop clearly articulated strategy for using data to improve teaching/learning		
<ol style="list-style-type: none"> 1. EOC scores available in SLDS/Power School; use information to group students, identify academic weaknesses for differentiated instruction 2. Use data to ensure that all students are appropriately served 	<ol style="list-style-type: none"> 1. Data analysis/utilization training 2. Consistent data analysis procedures to improve instruction 3. Technology for efficient data gathering/analysis 4. Protocol for making decisions to identify instructional needs of students 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs
BB 4: Best Practices in Literacy Instruction		
A. Provide direct, explicit literacy instruction for all students		
<ol style="list-style-type: none"> 1. Explicit GSE-aligned literacy instruction; ELA teachers follow GSE content area literacy standards 2. Motivation through student selection of materials/topics for reading and research 	<ol style="list-style-type: none"> 1. PL on explicit instructional strategies to build students' vocabulary, comprehension, content-area writing skills 2. Share effective interdisciplinary differentiated lessons/strategies 3. PL on evidenced based best practices in explicit literacy instruction via online outlets, PLCs: peer assisted learning, small group instruction, intensive supplementary instruction for struggling students, developing academic English 4. Incorporate technology into literacy using different resources and methods 	<ol style="list-style-type: none"> 1. Media center offers families access to differentiated student resources 2. Business partnerships address workplace literacy skills.

Lanier County Schools, Lanier County High School: School Literacy Plan

B. Ensure students receive effective writing instruction across curriculum		
<ol style="list-style-type: none"> 1. Utilize formative assessment strategies with feedback during writing process 2. Expand best practices in writing instruction 	<ol style="list-style-type: none"> 1. Cross-curricular writing plan provides explicit instruction; includes guided independent practice 2. PL on evidence-based practices in writing instruction: using the writing process for a variety of purposes; explicitly teaching writing strategies using the Model-Practice-Reflect instructional cycle; integrate writing and reading to emphasize key literacy features 	<ol style="list-style-type: none"> 1. Develop/implement a vertically/horizontally articulated writing plan consistent with the GSE 2. Leverage technology to expedite content area writing production, publishing, communication
C. Teachers work to develop/maintain student interest and engagement		
<ol style="list-style-type: none"> 1. Student rewards for meeting periodic, end of the year reading goals 	<ol style="list-style-type: none"> 1. Technology to promote engagement, teach literacy 2. Increase access to engaging high interest texts in classrooms and media center 	<ol style="list-style-type: none"> 1. Focus on relating academic assignments to real world application
BB 5: System of Tiered Intervention for all Students		
A. Use information developed from the school-based data teams to inform the Multi-Tiered System of Support (MTSS) process		
<ol style="list-style-type: none"> 1. Screen students three times a year; analyze data 2. Share student/assessment data among grade levels to determine students for RTI interventions 	<ol style="list-style-type: none"> 1. Identify/utilize comprehension strategies for informational text; focus for Tier 1, Tier 2 interventions 2. Purchase additional non fiction informational books at various levels of complexity for the classrooms 	<ol style="list-style-type: none"> 1. Standardized protocols to determine literacy competence in content areas 2. Administrative monitoring/supporting of RTI process

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<ol style="list-style-type: none"> 3. Weakness in comprehending informational text, especially in science, social studies 4. Regularly review student progress; move students within RTI tiers when appropriate 5. Identify/prioritize students for interventions/support based on data analysis 		
B. Provide Tier I instruction based upon the GSE for all students		
<ol style="list-style-type: none"> 1. Employ professionally qualified teachers; teach the GSE 2. Writing across the curriculum 3. Teach cross curricular lessons/units in content areas 4. Assess student progress based on mastery of GSE 	<ol style="list-style-type: none"> 1. Ensure understanding of assessment data, anticipated mastery levels 2. Technology to expedite writing process 	<ol style="list-style-type: none"> 1. PL on effective questioning/feedback 2. Consistent/effective teacher/administrator communication
C. Implement Tier 2 needs-based interventions for targeted students		
<ol style="list-style-type: none"> 1. Include Tier 2 RTI classes in daily schedule 2. Movement within RTI based on progress monitoring scores, overall classroom progress 3. Student progress assessed on a consistent basis; if deficiencies continue, progress monitoring becomes 	<ol style="list-style-type: none"> 1. Time/personnel to ensure interventions are effective 	<ol style="list-style-type: none"> 1. Release time for planning/implementing Tier 2 interventions 2. Research based RTI materials designed to meet individual needs

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<p>more frequent and/or student is moved to Tier 3; consistent progress monitoring, data collection, and reporting</p>		
<p>D. In Tier 3, ensure Student Support Team (SST) and Data Team monitor progress jointly</p>		
<ol style="list-style-type: none"> 1. Place Tier 2 students showing no progress in Tier 3 intensive interventions 2. Student support team (SST) comprised of grade level teachers, district personnel, administrators; develops individualized interventions; monitors Tier 3 students' progress; meets monthly to determine intervention success/other interventions needed 	<ol style="list-style-type: none"> 1. Reduce Tier 3 teacher/pupil ratio whenever possible 2. Enhance RTI protocol PL 	<ol style="list-style-type: none"> 1. Tier 3 process includes behavioral interventions
<p>E. Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the GSE any other way</p>		
<ol style="list-style-type: none"> 1. For continued deficiencies after Tier 3 interventions, recommendations are made to the School Psychologist, Special Education Director for further testing 2. Resource/inclusion classes for students with disabilities provided to intensify GSE instruction 	<ol style="list-style-type: none"> 1. Ensure GSE alignment; special education, ESOL, gifted teachers participate in content related PL 	<ol style="list-style-type: none"> 1. Checks/balances to ensure fidelity of implementation; subgroup progress commensurate with typical peers indicative of closing performance gap

Lanier County Schools, Lanier County High School: School Literacy Plan

3. Instruction in least restrictive environment		
BB 6: Improved Instruction through Professional Learning		
A. Ensure pre-service education prepares new teachers for all classroom challenges		
<p>New Teachers:</p> <ol style="list-style-type: none"> 1. Assigned mentor teachers; meet regularly 2. Conduct periodic observations in their content areas 3. Meet with district personnel during pre-planning to clarify understanding of system expectations, standards, protocols, available resources 4. PL on standards-based classrooms 	<ol style="list-style-type: none"> 1. New teacher training in disciplinary literacy within content areas 	<ol style="list-style-type: none"> 1. Monitor/support integration of literacy instruction across curriculum; provide PL 2. Continue consulting with CPRESA Wrap Around Specialist
B. Provide PL for in-service personnel		
<ol style="list-style-type: none"> 1. Blended PL (online/face to face) provides content/resources to teachers and staff 2. Monitor instruction through TKES/GSE observations/walkthroughs 3. PL to improve instruction based on student/teacher assessments/needs 4. Experienced teachers partnered with pre-service and beginning teachers 	<ol style="list-style-type: none"> 1. Training in content area literacy 2. Utilize classroom observations and Instructional Lead Teacher to identify/support individual teachers for follow up coaching, conferencing, mentoring 	<ol style="list-style-type: none"> 1. Data analysis determines PL effectiveness on GSE mastery in all subgroups 2. Time for staff “professional talk”/ sharing (TED Talk)

Lanier County Schools, Lanier County Middle School: School Literacy Plan

LCMS

<p>Overview</p> <ul style="list-style-type: none"> • Title I School (6-8) • 406 Students • 29% African American • 57% White • 5% Hispanic • 6% Multi Racial • 2% Other • 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> • 30 Teachers (2 half-time, 6 shared with LCHS) • 7 Paraprofessionals • Counselor • Instructional Lead Teacher (shared with LCHS) • Speech Pathologist (shared with the district) • Nurse (shared with LCHS) • 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> • Core Academics • RTI Support • Connections: Business, Art, Band, P.E., Reading Intervention • High School Credit Opportunity 8th Grade, Business, Agriculture, Band • Extra-curricular/sports opportunities • After-school tutoring • Extended Learning Time (ELT)
<p>Leadership Team</p> <ul style="list-style-type: none"> • Rhonda Rodgers – Principal • Kevin Moore – Assistant Principal • Jill Banks – Guidance Counselor • Tina Hiers – ELA PLC/6th Grade Team Leader • Bethany Conner – SS PLC/8th Grade Team Leader • Sara Lindsey – Math PLC/ 7th Grade Team Leader • David Abbott – Science PLC • Sharon Luke – SPED Team Leader • Becky Kluball – Connections Team Leader • Sara Sumner – PBIS Chair • Brian Sirmans – Instructional Lead Teacher • Alison Swann – Media Specialist 	<p>Community Assets</p> <ul style="list-style-type: none"> • Youth Impact Center • Lakeland/Lanier County Chamber of Commerce • Church/Faith-based Organizations • Civic Organizations • Miller/ Lakeland Public Library • Lanier County Family Connections • South Georgia Medical Center Lanier Campus • Lanier County Development Authority • Wiregrass Technical College • Lanier UGA Extension Service • Lanier County Health Department • Childcare Providers • Leadership Lanier 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> • CCGPS/GPS/GSE Implementation • Poverty Training • RTI • Focus Walks/Peer Observations • Depth of Knowledge Training • Co-Teaching • Amie Dean Positive Behavior Interventions Training • Close Reading
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> • PBIS • Data Analysis and utilization • Standards Based Classrooms • Multi-Tiered Systems of Support (MTSS) • Universal Screening/ Progress Monitoring • Student Engagement • Small Groups for Literacy • Teaching Vocabulary Effectively • Rigor/ Depth of Knowledge • Lesson Plan Reformatting 	<p>PL Needs</p> <ul style="list-style-type: none"> • Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas. • Differentiated instructional strategies for all subgroups. • Assisting students with significant reading/writing delays. • Integrating technology into classroom instruction. • Developing activities/lessons/units that fully integrate GSE rigor/academic challenge and promote student engagement. 	<p>Need for LAGA Grant</p> <ul style="list-style-type: none"> • Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing. • Provide all stakeholders with PL necessary to help children become proficient in literacy. • Provide training, technology, and resources to meet the evolving needs of students. • Promote literacy awareness throughout the system and community.

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	<ul style="list-style-type: none"> Analyzing and using data to make decisions regarding academic placement and progress, especially pertaining to MTSS. Utilizing learning targets and success criteria to promote content mastery in the classroom Plan PL with CPRESA Wrap Around Specialist 	<ul style="list-style-type: none"> Provide/distribute literacy resources to families and throughout the community. Provide teachers with diverse classroom libraries to help improve students' exposure to literacy opportunities.
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Lanier Leads		
Ready to Learn	Ready to Live	Ready to Lead
Currently	Going Forward	Expanding/Sustaining
Building Block (BB)1: Engaged Leadership		
A. Demonstrate commitment to learn about/support evidence-based literacy instruction		
1. TKES walk-throughs; instructional focus on literacy standards; feedback from walk-throughs and lesson plans, patterns of practice and instructional coaching walk throughs	1. PL based on student data/teacher needs 2. Administration is part of Literacy Team and participates in PL to support classroom instruction 3. Ensure new teachers have PL in current programs; refresher sessions for veteran users of programs	1. Data analysis; adjust PL; deliberate efforts to identify and train future leaders
B. Organize Literacy Leadership Team		
1. Organizing our Literacy Team to include all content areas 2. Build a shared literacy vision that is aligned with the state literacy plan	1. Stakeholders understand literacy goals/roles in meeting goals 2. Use CNA/student data, identify/allocate funding to support literacy; develop prioritized recommendations/goals for improvement 3. Select/develop observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices	1. Review/reassign staff to maximize achievement of literacy goals 2. Identify literacy priorities; allocate resources to sustain 3. Leverage help from parents and community; investigate community funding to help support literacy; provide transportation to literacy events/PL 4. Add CPRESA Wrap Around Specialist to our Literacy Team

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C. Maximize use of time/personnel through scheduling/collaborative planning		
<ol style="list-style-type: none"> 1. Interdisciplinary collaboration through peer observations to analyze research-based strategies 2. Employ professionally qualified teachers, media specialist, and teacher leaders who understand/are able to meet adolescent needs/interests 	<ol style="list-style-type: none"> 1. Maximize cross-curricular collaboration time 2. Maximize instructional time: identifying effective differentiated instructional strategies, promoting active engagement, teaching key areas of literacy and writing within content areas. 3. Train/utilize teacher leaders to facilitate sustainable PL. 	<ol style="list-style-type: none"> 1. PL at PLC/faculty meetings 2. Effectively use formative assessments results to determine impact of efforts to maximize instructional time
D. Create school culture in which teachers across curriculum are responsible for GSE-aligned literacy instruction		
<ol style="list-style-type: none"> 1. All stakeholders are “responsible for promoting literacy” 2. Develop integrated units/lesson plans for all content areas. 	<ol style="list-style-type: none"> 1. Accountability infrastructure for literacy instruction in content areas using literacy standards for social studies, science, and technical subjects 	<ol style="list-style-type: none"> 1. Strategies for maintaining momentum/progress of literacy initiatives 2. Instructional focus on literacy development through targeted/sustained PL
E. Optimize literacy instruction across all content areas		
<ol style="list-style-type: none"> 1. Agree that school-wide literacy plan across curriculum is needed 	<p>Pervasively incorporate literacy skills in daily instruction</p> <ol style="list-style-type: none"> 1. Writing in content area instruction; utilize extended response questions consistently 2. Reading and writing best practices PL 3. Technology to expedite the writing process 	<ol style="list-style-type: none"> 1. Identify skills/knowledge needed for literacy proficiency 2. Create a forum (virtual/face-to-face) to share ideas to infuse literacy into daily instruction 3. Family nights engage parents in literacy activities

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F. Enlist community at large to support schools/teachers in development of college and career ready students as articulated in GSE		
<ol style="list-style-type: none"> 1. Traditional outlets (School/system publications, newspaper, Lanier County Chamber of Commerce, School website) to promote and celebrate achievements and academic success 2. Curriculum Nights 3. Literacy Nights 4. Back to school nights 5. Parents are invited to participate in Leadership team meetings 	<ol style="list-style-type: none"> 1. Continue to expand curriculum nights and community wide meetings to enlist people to help in areas of interest or experience. 2. Leadership team include stakeholder group representatives and will work with Literacy Team to promote literacy plan utilizing social/print media and parent correspondence 3. Provide transportation to literacy events/PL 	<ol style="list-style-type: none"> 1. Proactively support student learning: parent involvement in literacy/school activities; home reading materials; after school tutoring 2. Enlist parents, businesses to pursue funding for literacy resources and materials 3. Enlist parents, businesses to promote literacy awareness: <ol style="list-style-type: none"> a. Flyers encouraging reading with your children b. Fundraising for literacy within the community
BB 2: Continuity of Instruction		
A. Ensure consistent literacy focus across curriculum through use of collaborative teams		
<ol style="list-style-type: none"> 1. Collaboration to address achievement/grade expectations, analyze work, align instruction; lesson planning/implementation to address literacy needs 	<ol style="list-style-type: none"> 1. Sustained PL on content-area literacy strategies 2. Release time to observe lessons, organize materials, practice effective instructional strategies using peer classrooms, mentor teachers 3. Develop/revise literacy plan: literacy across the curriculum; promoting literacy at home, school, community; incorporating daily literacy instruction 	<ol style="list-style-type: none"> 1. Monitor/adjust teams for effectiveness; analyze videos of good instruction to improve disciplinary literacy instruction

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	<ol style="list-style-type: none"> 4. Use narrative, argumentative, and informational writing in various classes (i.e. informational- science, argumentative- social studies, narrative- ELA) 5. Reading/writing best practices PL 6. Technology to expedite the writing process 	
B. Support teachers in providing literacy instruction across curriculum		
<ol style="list-style-type: none"> 1. Identify concepts/skills needed to meet GSE expectations using research-based strategies/resources 	<ol style="list-style-type: none"> 1. Incorporate literacy into curriculum using print/digital resources 2. Utilize GADOE/GSE writing rubrics for performance expectations 3. Utilize content achievement level descriptors (ALDS) to drive literacy instruction across the curriculum 	<ol style="list-style-type: none"> 1. School-wide literacy celebrations 2. Students focus on their own improvement 3. Opportunities to write, speak, listen using face-to-face/online options for listening, viewing, communicating through social media
C. Collaborate with supporting out-of-school agencies/organizations within community		
<ol style="list-style-type: none"> 1. Encourage organizations and families to allot daily reading time, to participate in choosing appropriate texts 	<ol style="list-style-type: none"> 1. Identify/contact learning supports within Youth Impact Center, Miller Public Library, Lanier Family Connections to target student improvement 2. Work with other schools in our district to fill program/service gaps 	<ol style="list-style-type: none"> 1. After-school programs evaluate effectiveness using pre/post/progress monitoring assessments

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	<ol style="list-style-type: none"> 2. Provide literacy awareness/resource support to organizations 3. Work with Lakeland/Lanier Chamber of Commerce, Youth Impact Center, Family Connections, Miller Public Library and other local agencies to identify literacy challenges; prepare them to assist with after school tutoring, research and homework 4. Work with community, faith-based groups to accommodate more students; gather reading materials (books, magazines, internet, online data bases, other text sources) to enhance literacy 	
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BB 3: Ongoing Formative and Summative Assessments

A. Establish infrastructure for ongoing formative and summative assessments to determine need for and intensity of interventions and to evaluate effectiveness of instruction		
<ol style="list-style-type: none"> 1. Analyze EOG/achievement data for student placement in remediation/acceleration; utilize data to identify areas of struggle: comprehending informational text, writing, critical thinking 2. Review benchmark data; share within content area PLCs 3. Continue to receive training on how to better use data to plan lessons and impact instructional efforts 	<ol style="list-style-type: none"> 1. Proper data collection/storage, analysis/dissemination of assessment results 2. Assessment/intervention materials available, used; personnel trained 3. Keyboarding instruction in earlier grade levels to help prepare for EOG 	<ol style="list-style-type: none"> 1. Designate personnel for ensuring fidelity of assessment procedures and timelines 2. Research/select effective screening ,progress monitoring, diagnostic tools for determining student readiness.

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4. Lexile data wall to track student progress		
B. Use universal screening and progress monitoring for formative assessment		
<ol style="list-style-type: none"> 1. Universal screening (STAR) calendar, with roles/tasks, data collection/entry timelines 2. Analyze data to develop/adjust instructional plans 3. Universal screeners to monitor instructional, remedial effectiveness 	<ol style="list-style-type: none"> 1. Smooth transition of data analysis, processing, instructional planning between schools to address needs 2. PL on using assessment data to guide literacy instruction 3. Support to achieve literacy goals (PL release time; team meetings to improve coordination of instructional goals) 	<ol style="list-style-type: none"> 1. PL/refresher sessions on assessment administration to ensure standardized procedures, accuracy of data recording 2. Data-driven budget decisions aligned with literacy priorities
C. Use diagnostic assessment to analyze problems found in literacy screening		
<ol style="list-style-type: none"> 1. Utilize curriculum-based assessments/ Universal Screener data for RTI placement; improve mobility process within tiers 2. Use technology for communicating data to district/building literacy and leadership teams in a timely manner 	<ol style="list-style-type: none"> 1. Utilize diagnostic tests to analyze problems found in the screening for placement within intervention, adjust instruction 2. Utilize media specialist role to 	<ol style="list-style-type: none"> 1. Monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness 2. Recognize/celebrate students meeting literacy goals
D. Use summative data to make programming decisions and to monitor individual student progress		
<ol style="list-style-type: none"> 1. Utilize benchmark analysis, student assessments, teacher recommendations to move students in/out of remediation/acceleration 2. Use EOG/summative/community data to develop literacy plan 	<ol style="list-style-type: none"> 1. Collaboration to improve instruction 	<ol style="list-style-type: none"> 1. Protocols for analyzing assessments, evaluating student progress 2. Cross-grade examination of curriculum alignment to identify/eliminate gaps based on summative assessment data analysis

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3. Evaluate student progress, modify instructional strategies regularly		
E. Develop clearly articulated strategy for using data to improve teaching/learning		
<ol style="list-style-type: none"> 1. EOG scores available in SLDS/Power School; use information to group students, identify academic weaknesses for differentiated instruction 2. Use data to ensure that all students are appropriately served 	<ol style="list-style-type: none"> 1. Data analysis/utilization training 2. Consistent data analysis procedures to improve instruction 3. Technology for efficient data gathering/analysis 4. Protocol for making decisions to identify instructional needs of students 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs
BB 4: Best Practices in Literacy Instruction		
A. Provide direct, explicit literacy instruction for all students		
<ol style="list-style-type: none"> 1. Explicit GSE-aligned literacy instruction; content area teachers follow GSE content area literacy standards 2. Motivation through student selection of materials/topics for reading and research 	<ol style="list-style-type: none"> 1. PL on explicit instructional strategies to build students' vocabulary, comprehension, content-area writing skills 2. Share effective interdisciplinary differentiated lessons/strategies 3. PL on evidenced based best practices in explicit literacy instruction via online outlets, PLCs: peer assisted learning, small group instruction, intensive supplementary instruction for struggling students, developing academic English 	<ol style="list-style-type: none"> 1. Media center offers families access to differentiated student resources 2. Business partnerships address workplace literacy skills.

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	4. Incorporate technology into literacy using different resources and methods	
B. Ensure students receive effective writing instruction across curriculum		
<ol style="list-style-type: none"> 1. Utilize formative assessment strategies with feedback during writing process 2. Expand best practices in writing instruction 	<ol style="list-style-type: none"> 1. Cross-curricular writing plan provides explicit instruction; includes guided independent practice 2. PL on evidence-based practices in writing instruction across the curriculum: using the writing process for a variety of purposes; explicitly teaching writing strategies using the Model-Practice-Reflect instructional cycle; integrate writing and reading to emphasize key writing features 	<ol style="list-style-type: none"> 1. Develop/implement a vertically/horizontally articulated writing plan consistent with the GSE 2. Leverage technology to expedite content area writing production, publishing, communication
C. Teachers work to develop/maintain student interest and engagement		
<ol style="list-style-type: none"> 1. Student rewards for meeting periodic, end of the year reading goals 	<ol style="list-style-type: none"> 1. Technology to promote engagement, teach literacy 2. Increase access to engaging texts in classrooms and media center 	<ol style="list-style-type: none"> 1. Focus on relating academic assignments to real world application
BB 5: System of Tiered Intervention for all Students		
A. Use information developed from the school-based data teams to inform the Multi-Tiered System of Support (MTSS) process		
<ol style="list-style-type: none"> 1. Screen students three times a year; analyze data 	<ol style="list-style-type: none"> 1. Identify/utilize comprehension strategies for informational text; focus for Tier 1, Tier 2 interventions 	<ol style="list-style-type: none"> 1. Standardized protocols to determine literacy competence in content areas

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<ol style="list-style-type: none"> 2. Share student/assessment data among grade levels to determine students for RTI interventions 3. Weakness in comprehending informational text, especially in science, social studies 4. Regularly review student progress; move students within RTI tiers when appropriate 5. Identify/prioritize students for interventions/support based on data analysis 	<ol style="list-style-type: none"> 2. Purchase additional non-fiction informational books at various levels of complexity for the classrooms 	<ol style="list-style-type: none"> 2. Administrative monitoring/supporting of RTI process
<p>B. Provide Tier I instruction based upon the GSE for all students</p>		
<ol style="list-style-type: none"> 1. Employ professionally qualified teachers; teach the GSE 2. Writing across the curriculum 3. Teach cross curricular lessons/units in content areas 4. Assess student progress based on mastery of GSE 	<ol style="list-style-type: none"> 1. Ensure understanding of assessment data, anticipated mastery levels 2. Technology to expedite writing process 	<ol style="list-style-type: none"> 1. PL on effective questioning/feedback 2. Consistent/effective teacher/administrator communication
<p>C. Implement Tier 2 needs-based interventions for targeted students</p>		
<ol style="list-style-type: none"> 1. Include Tier 2 RTI classes in daily schedule 2. Movement within RTI based on progress monitoring scores, overall classroom progress 	<ol style="list-style-type: none"> 1. Time/personnel to ensure interventions are effective 	<ol style="list-style-type: none"> 1. Release time for planning/implementing Tier 2 interventions

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<p>3. Student progress assessed on a consistent basis; if deficiencies continue, progress monitoring becomes more frequent and/or student is moved to Tier 3; consistent progress monitoring, data collection, and reporting</p>		<p>2. Research based RTI materials designed to meet individual needs</p>
<p>D. In Tier 3, ensure Student Support Team (SST) and Data Team monitor progress jointly</p>		
<p>1. Place Tier 2 students showing no progress in Tier 3 intensive interventions 2. Student support team (SST) comprised of grade level teachers, district personnel, administrators; develops individualized interventions; monitors Tier 3 students' progress; meets monthly to determine intervention success/other interventions needed</p>	<p>1. Reduce Tier 3 teacher/pupil ratio whenever possible 2. Enhance RTI protocol PL</p>	<p>1. Tier 3 process includes behavioral interventions</p>
<p>E. Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the GSE any other way</p>		
<p>1. For continued deficiencies after Tier 3 interventions, recommendations are made to the School Psychologist, Special Education Director for further testing</p>	<p>1. Ensure GSE alignment; special education, ESOL, gifted teachers participate in content related PL</p>	<p>1. Checks/balances to ensure fidelity of implementation; subgroup progress commensurate with typical peers indicative of closing performance gap</p>

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<ol style="list-style-type: none"> 2. Resource/inclusion classes for students with disabilities provided to intensify GSE instruction 3. Instruction in least restrictive environment 		
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BB 6: Improved Instruction through Professional Learning

A. Ensure pre-service education prepares new teachers for all classroom challenges

<p>New Teachers:</p> <ol style="list-style-type: none"> 1. Assigned mentor teachers; meet regularly 2. Conduct periodic observations in their content areas 3. Meet with district personnel during pre-planning to clarify understanding of system expectations, standards, protocols, available resources 4. PL on standards-based classrooms 	<ol style="list-style-type: none"> 1. New teacher training in disciplinary literacy within content areas 	<ol style="list-style-type: none"> 1. Monitor/support integration of literacy instruction across curriculum; provide PL 2. Continue consulting with CPRESA Wrap Around Specialist
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B. Provide PL for in-service personnel

<ol style="list-style-type: none"> 1. Blended PL (online/face to face) provides content/resources to teachers and staff 2. Monitor instruction through TKES/GSE observations/walkthroughs 3. PL to improve instruction based on student/teacher assessments/needs 	<ol style="list-style-type: none"> 1. Training in content area literacy 2. Utilize classroom observations and Instructional Lead Teacher to identify/support individual teachers for follow up coaching, conferencing, mentoring 	<ol style="list-style-type: none"> 1. Data analysis determines PL effectiveness on GSE mastery in all subgroups 2. Time for staff “professional talk”/ sharing
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4. Experienced teachers partnered with pre-service and beginning teachers		
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