

# School Profile

Created Monday, December 09, 2013

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## Page 1

### School Information

School Information   District Name:	Toombs County School System
School Information   School or Center Name:	Lyons Upper Elementary School

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Principal   Name:	Tabatha Nobles
Principal   Position:	Principal
Principal   Phone:	912-526-5816
Principal   Email:	noblest@toombs.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Michelle Denmark
School contact information   Position:	Instructional Coach
School contact information   Phone:	912-526-5816
School contact information   Email:	denmarkm@toombs.k12.ga.us

### Grades represented in the building

example pre-k to 6

3-5

### Number of Teachers in School

33

### FTE Enrollment

450

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Kim Corley

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

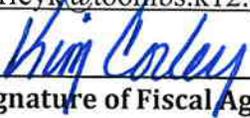
Address: 117 East Wesley Ave.

City: Lyons Zip: 30436

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

E-mail:

corleyk@toombs.k12.ga.us

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

Dr. Kim Corley

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

December 9, 2013

Date (required)

# Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- 
- Yes
- 

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

SRCL Scoring Rubric-Cohort 3

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

- 
- Yes
- 

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

SRCL Required Assessments Chart

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

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

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

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

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

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• I Agree

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# Grant Assurances

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## Page 1

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
-

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

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### b. Employee Relationships

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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

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

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

**Dr. Kim Corley, Superintendent**  
\_\_\_\_\_  
**Typed Name of Applicant's Authorized Agency Head and Position Title**

**December 9, 2013**  
\_\_\_\_\_  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**

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

School	Grades	Poverty Rate
Lyons Primary	PK – 2	100%
Lyons Upper Elementary	3 – 5	100%
Toombs Central Elementary	PK – 5	85.63%
Toombs County Middle	6 – 8	97.68%
Toombs County High	9 - 12	73.68%

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

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

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

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

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

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

**Past Instructional Initiatives:**

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

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

**Literacy Assessments:** Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model,

Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include GKIDS-R, GAA, ACCESS for ELL, CRCT, CRCT-M, EOCT, GHSGT, and state writing assessments in grades 3, 5, 8, and 11.

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

When notified of the grant award, the system Striving Reader Grant Coordinator, Cheryl Metzler, will convene the district literacy team to review the responsibilities of each team member and to ensure the individuals on the team understand the grant’s goals and objectives, the contents of each school’s literacy plan, and to coordinate the implementation timeline. The Striving Reader Grant aligns perfectly with the District Strategic Plan because improving student literacy is paramount for improving academic achievement.

**District Literacy Team and Responsibilities**

<b>Area of Responsibility</b>	<b>District Team Member</b>
Purchasing – initiate school purchase orders and manage school level grant activities	Sandra Floyd, Principal Lyons Primary Tabatha Nobles, Principal Lyons Upper Tonawanda Irie, Principal Toombs Central Pam Sears, Principal Toombs Middle Tosha Middlebrooks, Principal Toombs High
Finances – approve grant budgets, submit completion reports and state required reports	Cheryl Metzler, Federal Programs Crystal Cody, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Kathy Milligan, Accounts Payable Clerk
Payroll – issue stipends for off contract grant training	Joy Wilkinson, Payroll Clerk
Managing school level grant activities with principals and school level literacy teams	Marcella Alexander, Instructional Coach Lyons Primary Michelle Denmark, Instructional Coach Lyons Upper Brandon Hartley, Instructional Coach Toombs Central Debra Lewis, Instructional Coach Toombs Middle Kip Hart, Instructional Coach Toombs High
Managing system level grant activities- coordinate professional learning, coordinate with instructional	Cheryl Metzler, Federal Programs

coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Julie Spivey, Technology Director
Special Education – coordinating requirements and managing RTI strategies	Sabrina Woodruff – Special Education Director Marissa Morris – Special Education Instructional Coach

**Implementation Timeline**

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

An initial meeting with the system literacy team was held on 10-2-13 to discuss the Striving Reader Grant, the needs assessment process, and “The Why”, “The What”, and “The How” documents. The system literacy team met frequently throughout the grant process. The system literacy team met on 10-25-13, 11-7-13, 11-15-13, 11-22-13, 12-2-13, and 12-9-13 to review each section of the grant application and to give feedback for further review and

possible revision. The system literacy team will continue to meet regularly to continue grant implementation planning, so we will be ready to move forward once the grant is awarded.

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

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

**Initiatives**

<b>Initiative</b>	<b>Grades</b>	<b>Status</b>	<b>Outside Funding</b>
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	Yes
CCGPS Unit Development (Math, ELA, Writing)	K-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe’s School Renovation Grant	PK-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Current	No
Measures of Academic Progress (MAP) Testing	3-8	Past	No
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction – SRA Reading Mastery	K-8	Current	No
Instructional Coaches	K-12	Current	No
21 <sup>st</sup> Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation	PK-12	Current	Yes
Math in the Fast Lane	6-8	Current	No
GPS Unit Development (Science/SS)	K-12	Current	No
Thinking Maps	K-8	Current	No
Planet Literacy Training	K-8	Current	No
Teacher Keys Effectiveness System (TKES)	PK-12	Current	No
Step Up To Writing (SS)	3-8	Current	No

**Three Years of State Audit Results**

<b>Audit Year</b>	<b>Finding</b>	<b>Outcome</b>
FY10	None	N/A
FY11	None	N/A
FY12	None	N/A

**Coordination of Resources and Control for Spending**

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

**Sustainability of Past Initiatives**

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

**Internal Initiatives Implemented Without Outside Funding Support**

There are many initiatives which have been implemented in Toombs County Schools without outside funding support. However, we continue to have unmet needs in the area of literacy and we do not have internal funding to support this dire need.

Measures of Academic Progress (MAP) testing was implemented because we desired a measure for academic growth for students who do not participate in the state testing program. This has remained a priority in our system, so funds from Title I and Special Education support this initiative. Ongoing support for the implementation of direct instruction is sustained by on-site coaching from J/P Associates and funded by state funds, Title I, and Special Education. Another on-going system initiative is site based instructional coaches. The coaches are funded through Special Education, Title I, and Title IIA.

## School History

Each morning the students at Lyons Upper Elementary School (LUES) in Lyons, Georgia are greeted by “Good morning and welcome to LUES where we’re WILD about learning, all day every day!” LUES prides itself on creating an environment **Where Individuals Learn and Discover**. The faculty and staff of LUES believe in and support the school motto of **Learning Unconditionally for Every Student**.

For many years, students in grades P-5 in Lyons attended Lyons Elementary School. As the student population increased, it was determined that two new schools would be created in Toombs County. In 2003 the campus of Lyons Elementary School was split to form Lyons Primary School, serving grades P-2, and Lyons Upper Elementary School, serving grades 3-5. LUES moved to its current location in 2007.

There are currently 450 students attending LUES. Our student demographics are 25% Hispanic, 24% black, 45% white and 5% other. As we begin this school year, our poverty rate is 100% (using the Title I Community Eligibility Option); all of our students eat free meals during the school day. Approximately 11% of our students are special needs, 10% are migrant, and 9% are English Learners. Our special needs students are served through inclusion and resource classes, while we utilize the push-in model for EL. Eligible students receive speech and we contract to provide occupational therapy services. We provide 8 EIP math classes and 8 EIP reading/ELA classes. Our four gifted classes serve 16 students each.

LUES employs a certified staff of 38 and a supporting staff of 9. All teachers have achieved highly qualified status for the area in which they are teaching. We have 24 regular

education teachers, 3 special education teachers, 1 gifted teacher, and 1 ESOL teacher. We retain a PE coach, media specialist, computer lab teacher, speech therapist, instructional coach, and principal. We utilize the services of a part-time counselor, music teacher, and assistant principal.

Knowing that literacy instruction is fundamentally instrumental to success both in school and in the workplace, LUES is committed to enhancing a school-wide program where all teachers incorporate engaging, effective strategies to build a student's comprehension, writing skills, and overall skills in communication. We are utilizing writing across the curriculum this year as well as integrating the best practices identified by Robert Marzano in each classroom.

#### **Administrative and Teacher Leader Team**

The Leadership Team at LUES is comprised of the principal, assistant principal, instructional coach, speech therapist, computer lab teacher, media specialist, a teacher representative from each grade, and our current Teacher of the Year. The Leadership Team is led by the principal. This representative committee meets monthly, and as needed, to discuss school culture in addition to academic and instructional issues.

LUES also has a school council. The school council serves as a governing body over the school and is comprised of both school employees and community members. School concerns are presented to the school council as well as the school leadership team for review and consideration.

Teachers within grade levels collaborate weekly with their subject teams, yielding consistent quality instruction and ensuring that differentiation is provided when needed. Monthly vertical team meetings are held to increase the instructional quality, rigor and challenge for all students. All-inclusive faculty meetings are held to share research and data.

### **Past Instructional Initiatives**

LUES teachers have been trained in numerous research-based instructional initiatives including, but not limited to:

- Accelerated Math
- Accelerated Reader
- Assessment Literacy
- Co-Teaching Strategies
- Differentiated Instruction
- Increasing the Rigor and relevance of Mathematics
- Interactive Whiteboard
- MAP - Measures of Academic Progress
- Poverty Awareness
- Professional Learning Communities
- Project Literacy
- Response to Intervention
- Robert Marzano’s Nine Instructional Strategies for Effective Teaching and Learning
- SRA Corrective Reading
- Standards Based Classrooms
- Statewide Longitudinal Data System (SLDS)
- Thinking Maps
- Writing Across the Curriculum

### **Current Instructional Initiatives**

Most of the past successful instructional initiatives currently being implemented at LUES are job-embedded. LUES integrates professional learning from RESA and contracted consultants to improve the rigor and relevance of the instructional methods and materials presented to students. Teachers are utilizing webinars, LearnZillion, BrainPop, Khan Academy, United Streaming, SLDS and other websites to facilitate the successful implementation of both the GPS and CCGPS. Teachers are blending technology into their daily classroom lessons through interactive whiteboards and powerpoints; classes are using the academic computer lab for formative and summative assessments, research, and practice for state mandated assessments.

We additionally focus on student areas of strength and weakness through a 30 minute extended learning time incorporated into our daily schedule. During this time students who have shown a weakness in reading or math are remediated. Students demonstrating grade-level readiness in reading and math are enriched in science or social studies. Teachers use formative and summative assessment data to determine the needs of the students and to plan interventions and enrichment.

Parent involvement and communication is a focus for LUES. This year we have an academic focus to Parent Teacher Organization meetings. We will offer a History Night, Literacy Night, and Math/Science Night for our students to showcase what they are learning. Parents have access to students' grades on Infinite Campus and are encouraged to meet with the teachers during Parent Nights and other scheduled conferences.

### **Professional Learning Needs**

LUES teachers were surveyed through a needs assessment process to determine professional learning needs. A majority responded that they would benefit from additional training in Writing Across the Curriculum. Teachers desperately desire to network with other dedicated experts in their field at state conferences. Teachers need additional training in integrating more technology into the classroom and guidance in incorporating our current resources more meaningfully into our developing GPS and CCGPS units.

As a school, we need tools and assessments that will guide us in determining the root causes of why our students are struggling with reading accuracy, fluency and comprehension. We need support in efficiently exploring instruction in reading and writing skills and information literacy concepts, and learning to effectively integrate these skills into the teaching of other subjects.

### **Need for a Striving Readers Project**

As school funds continue to shrink and school needs continue to grow, our instructional programs have become one of the casualties of district budgetary constraints. Our school system is operating on a 160 day calendar for students. We are extremely limited in the resources we are able to purchase and the professional learning we are able to attend outside of the system. LUES needs funding to ensure that teachers have access to professional learning which will enhance instruction, implement new literacy practices, and strengthen current strategies and practices to guarantee language-rich classrooms. We believe that the Georgia Striving Reader Comprehension Literacy Grant will provide funds necessary to ensure that students obtain the foundational skills needed to become skilled readers and writers, as well as

become more proficient in the content skills and vocabulary required of math, science, and social studies; the ultimate goal of the teachers at LUES is to help students grow as learners.

**Building Block 1. Engaged Leadership**

**A. Action:** Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in “The How”, “The Why”, and “The What” Documents  
**Needs Assessment Results:** Fully Operational

**Planning: The administrator will:**

1. Participate in professional learning in literacy leadership in order to support classroom instruction
2. Schedule protected time for literacy and teacher collaboration

**Implement: The administrator will:**

1. Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)
2. Conduct literacy walkthroughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

**Expand: The administrator will:**

1. Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning as identified by the data

**Sustain: The administrator will:**

1. Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies
2. Develop a pipeline of leaders by identifying and training leaders for succession

**B. Action:** Organize a Literacy Leadership Team as stated in “The How” document  
**Needs Assessment Results:** Emergent

**Planning: The literacy team led by the administrator will:**

1. Create a shared literacy vision for the school and community aligned with the state literacy plan
2. Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
3. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement
4. Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan

**Implementing: The literacy team led by the administrator will:**

1. Identify and prioritize a list of students to be targeted for intervention or support using student assessment data
2. Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online
3. Establish a system of communication online between out-of-school organizations and teachers (e.g., Boys and Girls Club, afterschool programs)
4. Utilize technology to maintain communication among team members
5. Plan for ongoing data collection and analysis to inform program development and improvement

**Expanding: The literacy team led by the administrator will:**

1. Revise School Improvement Plan goals, objectives, and actions according to student achievement results
2. Identify and allocate additional funding sources to support literacy
3. Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, websites, etc.

**Sustaining: The literacy team led by the administrator will:**

1. Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
2. Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
3. Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets
4. Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

**C. Action:** Maximize the use of time and personnel through scheduling and collaborative planning as stated in “The How” document

**Needs Assessment Results:** Fully Operational

**Planning:**

1. Ensure that students receive a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students across language arts and in content area classes
2. Schedule time for collaborative planning teams within and across the curriculum

**Implementing:**

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times by attending and participating
2. Maximize use of scheduled times for collaborative meetings by preparing agendas and compiling action summaries for all meetings

**Expanding:**

1. Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
2. Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons

**Sustaining:**

1. Share professional learning at team and staff meetings
2. Encourage teachers to share stories of success in the community, both online and through traditional outlets

**D. Action:** Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards as stated in “The How” document

**Needs Assessment Results:** Emergent

**Planning:**

1. Evaluate the school culture and current practices by surveying strengths and needs for improvement
2. Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
3. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
4. Identify and prioritize a list of students to be targeted for intervention or support using various assessment data
5. Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices
6. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

**Implementing:**

1. Utilize all staff to support literacy instruction
2. Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., Remind 101, Facebook, school website).

**Expanding:**

1. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation)
2. Provide family-focused services and outreach that engage parents and family members in literacy programs and services

**Sustaining:**

1. Keep the focus (fiscal and instructional) on literacy development
2. Provide a literacy resource room for parents and caregivers in the school
3. Provide parents and caregivers with links to websites that provide resources to strengthen literacy
4. Include academic supports such as tutoring and extended learning opportunities to enhance literacy learning

**E. Action:** Optimize literacy instruction across all content areas as stated in “The Why” and “The How” documents

**Needs Assessment Results:** Operational

**Planning:**

1. Identify appropriate strategies to help ELs meet English language proficiency standards
2. Create a plan to integrate literacy in all subjects as articulated within CCGPS
3. Provide professional learning on:
  - Incorporating the use of literature in content areas
  - Use of informational text in English language arts classes
  - Writing instruction (narrative, opinion, and informational) in all subject areas
  - Supporting opinions with reasons and information
  - Text complexity that is appropriate to grade level

**Implementing:**

1. Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards
2. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
3. Require writing as an integral part of every class
4. Ensure instruction in and opportunities for:
  - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
  - Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
  - Writing narratives to develop real or imaginary experiences

**Expanding:**

1. Monitor literacy instruction across the curriculum through:
  - Formal and informal observations
  - Lesson plans
  - Walkthroughs
  - Student work samples
2. Ask teachers to identify exemplary samples of student work to model features of quality writing

3. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
4. Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

**Sustaining:**

1. Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, and drama)
2. Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
3. Celebrate and recognize good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student

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

**Needs Assessment Results:** Not Addressed

**Planning:**

1. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)

**Implementing:**

1. Enlist members of the various participating entities to provide leadership by:
  - Serving as mentors
  - Speaking to groups of students
  - Publicizing efforts within the community
  - Adoption of different schools by civic groups

**Expanding:**

1. Actively support teachers in their efforts in schools
2. Evaluate the effectiveness of after-school tutoring programs and partner with community to accommodate more students
3. Utilize social media to communicate and promote the goals of literacy throughout the community at large

**Sustaining:**

1. Celebrate academic successes publically through traditional and online media
2. Continue to focus proactively on broad issues that may prevent students from learning
3. Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

**Building Block 2: Continuity of Instruction**

**A. Action:** Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) as documented in “The How” and “The Why” documents  
**Needs Assessment Results:** Not Addressed

**Planning:**

1. Administration establishes an expectation of shared responsibility for literacy across the curriculum
2. Design infrastructure for shared responsibility for development of literacy across the curriculum

**Implementing:**

1. Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
2. Prepare agendas and action summaries for all meetings

**Expanding:**

1. Collaborate with other team members to conduct peer observations to improve disciplinary literacy instruction
2. Study formative student assessment results and use the results to continue to adjust instruction

**Sustaining:**

1. Share professional learning at team and staff meetings
2. Showcase evidence of student learning success on the school website
3. Encourage teachers to share stories of success in the community and through school websites

**B. Action:** Support teachers in providing literacy instruction across the curriculum as documented in “The Why”, “The How”, and “The What” documents  
**Needs Assessment Results:** Emergent

**Planning:**

1. Identify the concepts and skills students needed to meet expectations in CCGPS
2. Study research-based strategies and resources found in “The Why” document
  - Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension
  - Acquiring knowledge, enhancing understanding, and constructing meaning
  - Building comprehension skills
  - Motivation, varying degrees of instruction in reading in order to improve their reading abilities
  - Reading Next (Biancarosa & Snow, 2004)

3. Study the English language proficiency standards resources, technologies, and accommodations for English Learners (ELs)
4. Study the text structures most frequently used in texts of each content area
5. Study a variety of strategies for incorporating writing in all content areas  
<http://apps.educationnorthwest.org/traits/lessonplans.php>
6. Discuss ways to infuse literacy throughout the day including the use of technology

**Implementing:**

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS
2. Implement appropriate strategies to help ELs meet English language proficiency standards
3. Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
4. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
5. Infuse all types of literacy throughout the day (e.g., print, online, wikis, social media, My Big Campus)

**Expanding:**

1. Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
2. Monitor the use of instructional strategies to improve literacy through formal and informal observations
3. Discuss exemplary samples with students to model features of quality writing
4. Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
5. Integrate appropriate comprehension strategies into instruction in all subject areas
6. Share creative ideas to infuse literacy throughout the day

**Sustaining:**

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
2. Stay abreast of effective strategies for literacy instruction.
3. Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)
4. Plan a literacy celebration for the entire school

**C. Action:** Collaborate with supporting out-of-school agencies and organizations within the community as documented in “The How” document

**Needs Assessment Results:** Emergent

**Planning:**

1. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
2. Appoint a person in a leadership role at the school who will be in charge of transitions for all students
3. Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
4. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

**Implementing:**

1. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
2. Establish a means of communication between teachers and out-of-school providers
3. Incorporate technologies to more creatively and effectively support stakeholder engagement
4. Utilize all staff to support literacy instruction

**Expanding:**

1. Partner with community groups to accommodate more students
2. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
3. Evaluate the effectiveness of after-school tutoring programs using pre-and post-testing as well as progress monitoring assessments
4. Develop strategies for maintaining momentum and progress of a learning support system
5. Using technology, translate school documents into other languages to assist parents
6. Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face

**Sustaining:**

1. Communicate with feeder schools (primary school and middle school) to ensure continuity of services/programs
2. Advocate for new capacity in the community to help students and families
3. Continue to focus proactively on broad issues that may prevent students from learning
4. Pursue additional funding sources for specialized literacy staff and materials
5. Include academic supports, such as tutoring, and extended learning opportunities to enhance literacy learning

**Building Block 3. Ongoing formative and summative assessments**

**A. Action:** Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction as stated in “The How” document

**Needs Assessment Results:** Emergent

**Planning:**

1. Ensure that teachers understand the purpose for and the use of formative assessment and how it differs from summative assessments

**Implementing:**

1. Administer assessments, input, and analyze data according to the established timeline.
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning
3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
4. Use progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)

**Expanding:**

1. Analyze student data in teacher teams to develop and adjust instructional plans
2. Record collaborative sessions for those who could not attend at the designated time

**Sustaining:**

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments
3. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
4. Continue to purchase assessment and intervention materials aligned with students' needs

**B. Action:** Use universal screening and progress monitoring for formative assessment as stated in "The How" and "The Why" documents

**Needs Assessment Results:** Emergent

**Planning:**

1. Identify literacy skills needed to master CCGPS in each content area
2. Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction

**Implementing:**

1. Administer assessments and input data according to the established timeline
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning

**Expanding:**

1. Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
2. Analyze student data in teacher teams to develop and adjust instructional plans

**Sustaining**

1. Acknowledge staff's efforts to improve their use of assessment data to inform instruction
2. Make data-driven budget decisions aligned with literacy priority

**C. Action:** Use diagnostic assessment to analyze problems found in literacy screening as stated in "The How" and "The Why" documents

**Needs Assessment Results:** Operational

**Planning:**

1. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
2. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach

**Implementing:**

1. Use results of the diagnostics for student placement within an intervention and to adjust instruction
2. Use technology to differentiate learning within content areas

**Expanding:**

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
2. Use technology to share relevant student progress data with families in an easily interpreted format

**Sustaining**

1. Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

**D. Action:** Use summative data to make programming decisions as well as to monitor individual student progress as stated in "The How" and "The Why" documents

**Needs Assessment Results:** Fully Operational

**Planning:**

1. Analyze previous year's outcome assessments to determine broad needs and serve as a baseline for improvement
2. Identify common mid-course assessments that are used to measure progress toward standards

**Implementing:**

1. Administer summative assessments at scheduled intervals
2. Include specific times on the school calendar for analyzing summative assessment data
3. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
4. During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

**Expanding:**

1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
2. Disaggregate data to ensure the progress of subgroups
3. Share and analyze student work samples as a way to inform instruction during collaborative planning
4. Plan lessons, re-teaching, and intervention activities that target areas of need

**Sustaining**

1. Based on analysis of summative assessment data:
  - Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
  - Ensure that students are appropriately placed in specific programs
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

**E. Action.:** Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) as stated in "The Why", "The How", and "The What" documents

**Needs Assessment Results:** Fully Operational

**Planning:**

1. Identify participants for data teams for each building
2. Schedule collaborative planning time for data meetings at a minimum of once per month
3. Develop a protocol for making decisions to identify the instructional needs of students

**Implementing:**

1. Communicate the expectations for meetings
2. Teach the data meeting protocol to the data team members

**Expanding:**

1. Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

**Sustaining:**

1. Continue to build collaborative data meetings into the monthly calendar

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

**A. Action:** Provide direct, explicit literacy instruction for all students as stated in “The Why” and “The How” documents

**Needs Assessment Results:** Fully Operational

##### **Planning:**

1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
2. Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
3. Allocate which aspects of literacy instruction students are to receive in each subject area

##### **Implementing:**

1. Provide training to all pertinent staff in the use of the core program
2. Provide professional learning on the tenets of explicit instruction:
  - Use of data to inform instructional decisions and explicit teaching
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback
  - Discussion of when and where strategies are to be applied

##### **Expanding:**

1. Review teacher and student data to improve instruction
2. Share effective differentiated lessons and differentiation strategies in teacher team meetings
3. Provide instructional and assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents

##### **Sustaining:**

1. Continue analyzing data to determine the impact of teaching strategies on student achievement
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program
3. Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities

**B. Action:** Ensure that students receive effective writing instruction across the curriculum as stated in “The Why” and “The How” documents

**Needs Assessment Results: Operational**

**Planning:**

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS including protocols for writing instruction across all subject areas which includes explicit instruction, guided practice, and independent practice

**Implementing:**

1. Develop a coordinated plan for writing instruction across all subject areas to include:
  - Explicit instruction
  - Guided practice
  - Independent practice
2. Identify and acquire the programs and materials needed to implement the writing plan at each level
3. Provide professional learning and support to teachers on the writing plan

**Expanding:**

1. Ensure adequate time in the instructional day for implementation of the writing plan

**Sustaining:**

1. Continue to provide support to teachers as the writing program is implemented

**C. Action:** Teachers work to develop and maintain interest and engagement as students progress through school as stated in “The How” document

**Needs Assessment Results: Operational**

**Planning:**

1. Ensure that teachers understand the need for any or all of the following:
  - Providing students with opportunities to self-select reading material and topics for research
  - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
  - Increasing access to texts that students consider interesting
  - Increasing opportunities for collaborating with peers
  - Leveraging the creative use of technology within the learning process to promote engagement and relevance
  - Scaffolding students’ background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy

**Implementing:**

1. Ensure that incentive programs, if used, are:
  - Voluntary and not required
  - Not tied to grades

- Incentives are minimal and are connected to reading, such as books

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

**A. Action:** Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) as stated in “The Why”, “The How”, and “The What” documents

**Needs Assessment Results:** Operational

**Planning:**

1. Determine percentage of students currently being served in each tier at each grade level
2. Articulate goals based on identified grade-level needs as well as system needs to all staff
3. Budget for recurring costs of data collection, intervention materials, and technology used for implementation
4. Develop protocols for identifying students and matching them to the appropriate intervention

**Implementing:**

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

**Expanding:**

1. Schedule grade-level data-analysis team meetings
2. Provide building and system-level support of the process
3. Develop process monitoring of the implementation of research-based interventions at the building level and across the system

**Sustaining:**

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

**B. Action:** Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) as stated in “The Why” and “The How” documents

**Needs Assessment Results:** Fully Operational

**Planning:**

1. Examine student data to determine the current percentage of successful students in the

areas of literacy

2. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
3. Examine student data to focus on instructional areas of greatest need
4. Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
5. Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
6. Provide professional learning on DIBELS Next
7. Provide professional learning on team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
8. Ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

**Implementing:**

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
2. Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes
3. Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
4. Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
5. Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
6. Provide professional learning to promote literacy

**Expanding:**

1. Monitor teachers' effective questioning and feedback skills
2. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs (EL, SWD, gifted)
3. Monitor the planning, delivery, and assessment for students with special learning needs
4. Support teachers' effective use of time through use of technology during each stage of the process

**Sustaining:**

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

**C. Action:** Implement Tier 2 needs-based interventions for targeted students as stated in "The Why" and "The How" documents

**Needs Assessment Results: Operational**

**Planning:**

1. Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials.
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties
  - Charting data
  - Graphing progress
2. Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists
3. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
4. Ensure effectiveness of interventions by:
  - Building sufficient blocks of time into the daily schedule
  - Providing adequate space conducive to learning
  - Ensuring that they are provided by competent, well-trained teachers and interventionists

**Implementing:**

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

**Expanding:**

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

**Sustaining:**

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

**D. Action:** In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly as stated in "The Why" and "The How" documents

**Needs Assessment Results: Operational**

**Planning:**

1. In addition to everything that occurs at T1 and T 2, data teams meet to:
  - Discuss students in T3 who fail to respond to intervention.
  - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance.
  - Verify implementation of proven interventions
  - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

**Implementing:**

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

**Expanding:**

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

**Sustaining:**

1. Continue to ensure that:
  - Students move into and out of T2 and T3
  - Data is used to support response to intervention
  - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
  - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions

**E. Action:** Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students’ inability to access the CCGPS any other way as stated in the “The Why” and “The How” documents

**Needs Assessment Results:** Fully Operational

**Planning:**

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

**Implementing:**

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

**Expanding:**

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

**Sustaining:**

1. Student data supports the exit of students from T4
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

**Building Block 6. Improved Instruction through Professional Learning**

**A. Action:** Ensure that preservice education prepares new teachers for all the challenges of the classroom as stated in "The How" document

**Needs Assessment Results:** Emergent

**Planning:**

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

**Implementing:**

1. Pair pre-service teachers with mentors who are fully trained in providing disciplinary literacy
2. Communicate with local colleges to request pre-service teachers demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

**Expanding:**

1. Continue to monitor and support the integration of disciplinary literacy
2. Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions

**Sustaining:**

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

**B. Action:** Provide professional learning for in-service personnel as stated in “The How” document  
**Needs Assessment Results:** Fully Operational

**Planning:**

1. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
2. Use teacher data as well as student data to target professional learning needs
3. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
4. Provide training in administering and interpreting results of assessments in terms of literacy

**Implementing:**

1. Provide targeted professional learning on the CCGPS based on student and teacher needs
2. Meet in collaborative teams to support teachers in using literacy strategies effectively
3. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

**Expanding:**

1. Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
2. Partner experienced teachers with beginning teachers
3. Use formal and informal observations to monitor and improve literacy instruction
4. Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
5. Continue program-specific professional learning each year for new and experienced teachers
6. Encourage all teachers to share information learned at professional learning sessions

**Sustaining:**

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

## Needs Assessment

### a. Description of the Needs Assessment Process

Prior to conducting the Needs Assessment at LUES, the District Literacy Team reviewed the grant components and perceptions of literacy at the system and school level. The LUES Literacy Team was organized and convened to review components of the literacy grant, as well as to revise the school's literacy plan. The team utilized a comprehensive needs assessment process to identify and prioritize disparities in school performance by grade level and subgroup. The team used the results of both formal and informal surveys to determine strengths and weaknesses in response to literacy needs of all students. Students, parents, teachers, administrators, and other community members were included in the process of gathering and sharing data.

**Data Collection** - The Literacy Team convenes monthly to discuss, disaggregate and analyze data by subgroups and grades. Team members communicate conclusions from the data, as well as concerns from the data, to grade-level teachers, providing an opportunity for input towards school improvement. The information collected from the faculty is then submitted to the team and used to develop plans for school improvement and professional learning. Many types of data are collected, disaggregated, and analyzed during the needs assessment process:

- Classroom data
- Classroom observations on specific targets or strategies
- State assessment data (CRCT)
- Surveys from staff, parents, and community members

**Examination of Data** – The LUES Literacy Team collects, analyzes, and disaggregates data by content area, subgroup and grade level. Then the team communicates findings to faculty and staff members. All faculty and staff are provided the opportunity to develop strategies to help increase literacy or to ask for professional learning if needed. The findings are also presented to our leadership team and school council, which include school, parent, and business representatives.

**Identification of School Targets and Strategies** - The school literacy and improvement plans contain strategies which target specific needs or areas of improvement by subgroups and grade levels.

**Professional Learning** – Engaging teachers in high quality professional learning which encompasses a deep understanding of their subject area, knowledge of how students learn specific subject matter and a range of both strategies and practices that support student learning is the most successful way to improve teacher effectiveness. Feedback gathered through the needs assessment process provides teachers and staff the opportunity to determine professional learning that is appropriate for their needs.

Professional learning is provided in a variety of ways:

- Professional Learning Communities
- Face to face trainings provided by: FDRESA consultants, Instructional Coaches and private consultants
- On-line training through state sponsored webinars, etc.

**Evaluating Literacy and Improvement Plan** – LUES will evaluate the effectiveness of the literacy and improvement plan through:

- Pre and post-test data results

- Walkthroughs and observations of implementation
- PLC documentation
- Assessment data (state and local)

**b. Description of the Types or Styles of Surveys Used in the Needs Assessment Process**

The LUES Literacy Team met and completed the Georgia Literacy Plan Needs Assessment Rubric provided by the Striving Readers Grant. The rubric was used to provide feedback needed to set goals and objectives for this grant. In addition, all staff were asked to complete a survey to provide additional information as part of the needs assessment process. The survey was developed by the Toombs County Instructional Coach PLC and included questions in which staff could indicate instructional needs in curriculum, professional learning, and technology.

**c. Root or Underlying Causes of the Areas of Concern found in the Needs Assessment**

The Literacy Team examined and disaggregated student data along with the needs assessment rubric and survey. The underlying cause of our concern is the lack of a comprehensive literacy curriculum that is consistently and comprehensively implemented.

**d. The Needs Assessment Process Included All Content and Ancillary Teachers**

All certified staff at LUES were asked to go through the needs assessment process. The following participated:

- Teachers -
  - Reading/ English Language Arts – 8
  - Math – 8
  - Science/Social Studies – 8
  - Special Education – 3
  - ESOL – 1

- Gifted – 1
- Media – 1
- Computer – 1
- Counselor – 1
- Physical Education - 1
- Speech Pathologist – 1
- Administrators – 2
- Instructional Coach - 1

**e. Data is Disaggregated and Identifies the Specific Age, Grade Levels, or Content Areas in which the Concern Originates**

Teachers indicated that students entering grade 3 show deficiencies in foundational reading skills, fluency, and comprehension. Teachers expressed a need to learn how to more aptly diagnose student weaknesses in reading so that individual needs can be met and literacy improved; they requested strategies beyond the corrective reading program currently in place. Studying the CRCT and grade 5 writing data from the last three years, deficiencies in disciplinary literacy and gaps in writing were noted. CRCT data denotes a discrepancy between passing scores in reading and passing scores in science and social studies. In writing, consistent gaps are found between our males and females, while the gap between black, white and Hispanic students appears to be closing. By implementing a comprehensive literacy plan, our school could provide opportunities to expand disciplinary literacy while closing the gap found between literacy and student achievement.

**f. Areas of Concern related to “The What” Document with Steps Taken or Not to Address the Problem**

As students move from primary school (K-2) to elementary (3-5), their focus changes from learning to read to being able to both read for pleasure and “read to learn” within all content areas. Elementary students need to be able to read fluently and comprehend what they have read. Upon examination of the “What” document, LUES has some areas of interest, as indicated in the chart below.

<b>Area of Concern</b>	<b>Content Area(s)</b>	<b>“What” Building Block</b>
Whole Group Explicit Instruction in Word Identification, Vocabulary, Fluency & Comprehension	All	1, 2, 4
Small Groups for Differentiation	All	1, 2, 4
Motivation & Engagement	All	1, 2, 4
Extended Time in Literacy Instruction	Reading & LA	3, 4, 5
Intensive Writing Across the Curriculum	All	1, 2, 4
Availability & Use of Technology	All	4, 9
Professional Learning	All	All
Diagnostic Testing	Reading & LA	3

Our teachers recognize that literacy is fundamental to student learning; they understand that literacy is the foundational block for college and career readiness. LUES has a renewed emphasis on writing across the curriculum. With budget cuts and limited financial resources, LUES will struggle to have the resources needed to build literacy in the school. In addition to programs and professional learning that address identified problems, teachers will need additional resources to address the root of reading problems. Success will be measured through many methods, incorporating students' reading habits, attitudes, writing and comprehension.

All students at LUES benefit from having direct explicit whole group instruction, as well as small groups for differentiation. Teachers need professional learning in order

to understand and give diagnostic tests and formative assessments to find student weaknesses in different areas of the curriculum. It is imperative to have more text complexity within each classroom; students would benefit from a classroom library rich in non-fiction materials.

Our system has a writing plan that was created by a committee of teachers and administrators. Additionally, LUES has implemented a writing plan to address student writing needs through a collaborative effort across disciplines; each discipline has been assigned a different genre of writing. Teachers need more professional learning and resources to effectively implement writing across the curriculum.

Teachers are constantly revising their units and curriculum maps based on student needs. Extended learning time has been provided to address learning deficiencies; during this time students attend remediation in reading or math or enrichment in science or social studies. Teachers need more resources, strategies and professional learning in order to offer different opportunities to close the gaps in our subgroups.

Using the Title I Community Eligibility Option, the poverty rate of students at LUES is 100%. Many of our students are from homes with little exposure to literature or written media. With inadequate resources and limited access to technology outside of school, there is limited opportunity for our students to expand their experiences in this technologically advancing culture. Students need exposure to a vast array of mediums to become literate in today's society. Each classroom needs to be equipped with

appropriate technology to ensure that students are engaged, interactive, motivated and prepared to meet academic standards.

LUES is continuing to work diligently through vertical and horizontal alignment of state standards in order to build for transitions between grades 2 and 6, as well as to maintain consistency within the system. Teachers meet regularly to discuss deliberate strategies for developing and maintaining student engagement. Nonetheless more professional learning, resources, and technology are needed. This grant would provide more opportunities for teachers to build the literacy resources and skills necessary to address the added rigor of the CCGPS so that students can be better prepared to meet the literacy demands of the 21<sup>st</sup> century.

**a. Student CRCT and Writing Data**

Although the majority of our students pass state mandated assessments, LUES strives to be more proficient annually. Our overall passing rate on the CRCT falls at or below state averages for most subjects and grades. The tables below show this comparison for the last three years.

Reading	3 <sup>rd</sup> Grade CRCT			4 <sup>th</sup> Grade CRCT			5 <sup>th</sup> Grade CRCT		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
LUES	91	88	90	78	82	90	85	76	85
State	91	91	92	88	90	93	91	91	93

English Language	3 <sup>rd</sup> Grade CRCT			4 <sup>th</sup> Grade CRCT			5 <sup>th</sup> Grade CRCT		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
LUES	88	90	86	80	83	90	88	93	86
State	89	91	88	88	91	90	93	94	94

Math	3 <sup>rd</sup> Grade CRCT			4 <sup>th</sup> Grade CRCT			5 <sup>th</sup> Grade CRCT		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
LUES	73	78	83	70	70	74	72	68	85
State	81	81	79	81	80	84	87	84	90

Science	3 <sup>rd</sup> Grade CRCT			4 <sup>th</sup> Grade CRCT			5 <sup>th</sup> Grade CRCT		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
LUES	87	80	79	60	68	77	68	74	66
State	80	78	79	79	81	83	77	78	79

Social Studies	3 <sup>rd</sup> Grade CRCT			4 <sup>th</sup> Grade CRCT			5 <sup>th</sup> Grade CRCT		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
LUES	84	67	70	69	72	73	70	78	82
State	81	81	84	77	78	82	71	77	81

5 <sup>th</sup> Grade Writing Assessment	2011	2012	2013
LUES	64	66	72
State	79	81	79

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The CRCT readiness indicators were released by the GDOE to accompany the 2013 CRCT data and designed to:

- provide feedback about students’ preparedness for the increase in rigor and expectation for student achievement and
- indicate where students are relative to the higher expectations in the CCGPS.

The tables below show the comparison data between the 2013 CRCT and CRCT Readiness Indicators.

Grade 3	2013 CRCT			2013 Readiness Indicator		
	Did Not Meet	Meets	Exceeds	Needs Additional Support	On Track	Commendable
Reading	10	53	37	40	48	12
ELA	15	54	32	41	44	15
Math	17	42	41	48	49	3

Grade 4	2013 CRCT			2013 Readiness Indicator		
	Did Not Meet	Meets	Exceeds	Needs Additional Support	On Track	Commendable
Reading	10	48	42	46	50	4
ELA	10	61	29	43	46	11
Math	26	57	17	42	48	10

Grade 5	2013 CRCT			2013 Readiness Indicator		
	Did Not Meet	Meets	Exceeds	Needs Additional Support	On Track	Commendable
Reading	15	63	22	26	69	4
ELA	14	57	29	45	54	1
Math	15	45	40	28	70	2

**a. Disaggregation of Data in Subgroups**

The tables below indicate the passing rates (meets + exceeds) on the past three years of Spring CRCT and Grade 5 Writing Assessment data.

Reading	3 <sup>rd</sup> Grade CRCT Percent Passing			4 <sup>th</sup> Grade CRCT Percent Passing			5 <sup>th</sup> Grade CRCT Percent Passing		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
All	91	88	90	78	82	90	85	76	85
Black	91	92	91	81	81	94	72	71	78
Hispanic	85	88	87	79	83	84	86	76	84
White	91	87	93	78	84	90	93	79	91
Female	93	93	88	87	91	95	88	85	88
Male	88	82	92	72	77	84	82	70	83
Regular	91	89	91	81	87	89	88	80	92
SWD	82	80	82	41	50	X	66	50	39
Accommo- dated	82	83	89	41	50	73	69	44	47

English Language Arts	3 <sup>rd</sup> Grade CRCT Percent Passing			4 <sup>th</sup> Grade CRCT Percent Passing			5 <sup>th</sup> Grade CRCT Percent Passing		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
All	88	90	86	80	83	90	88	93	86
Black	92	79	93	80	78	94	85	88	82
Hispanic	87	94	79	81	89	89	96	90	89
White	86	88	87	81	83	87	86	91	84
Female	95	95	88	90	91	95	91	94	89
Male	82	83	83	72	78	85	82	87	82
Regular	92	90	86	83	89	90	92	94	92
SWD	56	80	68	50	47	X	61	60	45
Accommo- dated	59	83	77	50	60	87	64	72	43

<b>Math</b>	<b>3<sup>rd</sup> Grade CRCT</b>			<b>4<sup>th</sup> Grade CRCT</b>			<b>5<sup>th</sup> Grade CRCT</b>		
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
All	73	78	83	70	70	74	72	68	85
Black	82	65	83	73	65	74	58	54	82
Hispanic	72	88	82	73	74	74	77	72	91
White	66	80	85	69	68	73	79	74	80
Female	70	82	82	78	71	78	74	82	88
Male	75	76	84	64	70	70	69	56	81
Regular	77	80	86	73	75	75	77	72	92
SWD	44	60	68	38	33	X	40	32	39
Accommo- dated	56	80	74	39	55	60	36	50	50

<b>Science</b>	<b>3<sup>rd</sup> Grade CRCT</b>			<b>4<sup>th</sup> Grade CRCT</b>			<b>5<sup>th</sup> Grade CRCT</b>		
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
All	87	80	79	60	68	77	68	74	66
Black	84	68	85	57	61	71	44	69	64
Hispanic	85	85	76	61	70	76	69	78	61
White	89	82	79	63	68	86	79	74	68
Female	91	84	80	65	66	78	70	84	63
Male	84	74	78	57	68	77	66	66	69
Regular	90	80	82	62	77	78	73	78	71
SWD	63	60	59	45	40	X	38	38	37
Accommo- dated	72	72	59	39	57	53	33	47	32

<b>Social Studies</b>	<b>3<sup>rd</sup> Grade CRCT</b>			<b>4<sup>th</sup> Grade CRCT</b>			<b>5<sup>th</sup> Grade CRCT</b>		
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
All	84	67	70	69	72	73	70	78	82
Black	84	62	68	65	66	76	49	71	69
Hispanic	83	68	68	69	75	66	74	80	89
White	85	69	74	73	73	76	78	80	82
Female	88	71	70	72	72	77	69	84	81
Male	83	62	71	68	73	68	70	74	82
Regular	89	67	75	71	78	72	74	83	89
SWD	58	60	41	50	35	X	45	43	46
Accommo- dated	64	50	46	53	47	53	35	50	52

<b>5th Grade Writing Assessment Percent Passing</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
All	64	66	72
Black	69	55	72
Hispanic	X	62	73
White	66	74	71
Female	74	76	81
Male	54	57	66
Regular Program	69	73	81
SWD	34	17	23
Accommodated (SpEd, EL, 504)	43	24	22

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**c. Strengths and Weaknesses**

After analyzing three years of CRCT data for growth trends, language arts was found to have the smallest gap in relation to the state passing score. The readiness indicators show that students are not currently prepared to tackle the rigor of the upcoming CCGPS assessments. Discrepancies in scores between black and white subgroups as well as male and female subgroups are noted.

A closer look at domain data within the reading and language arts sections of the CRCT showed the following:

Reading Domain	3 <sup>rd</sup> Grade CRCT Percent Passing			4 <sup>th</sup> Grade CRCT Percent Passing			5 <sup>th</sup> Grade CRCT Percent Passing		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Literacy Comprehension	70	68	75	70	79	79	65	64	64
Reading for Information (gr 3) / Information and Media Literacy (gr 4-5)	59	67	56	71	64	68	53	60	60
Reading Skills and Vocabulary Acquisition	81	77	75	73	81	81	79	73	82

Language Arts Domain	3 <sup>rd</sup> Grade CRCT Percent Passing			4 <sup>th</sup> Grade CRCT Percent Passing			5 <sup>th</sup> Grade CRCT Percent Passing		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Grammar & Sentence Structure	74	71	68	77	75	74	71	72	72
Research & Writing Process	67	75	70	69	74	73	72	72	72

We recognize that a low performing area of the Reading domain is “Information and Media Literacy”. While we feel that great strides have been made at LUES toward increasing student achievement in this area, much needed technology and supportive tools are essential to move students toward achieving the skills necessary to meet the literacy demands of the 21<sup>st</sup> century.

Grade 5 Writing Test	Persuasive Percent Passing			Informational Percent Passing			Narrative Percent Passing		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Ideas – LUES	2.4	2.6	2.5	2.6	2.7	2.7	2.9	2.9	3.0
Ideas – State	2.9	2.8	2.9	2.9	2.9	2.9	3.2	3.1	3.2
Organization – LUES	2.4	2.7	2.7	2.6	2.8	2.7	2.8	2.9	3.1
Organization – State	2.9	2.8	2.9	2.9	2.8	3.0	3.1	3.0	3.2
Style – LUES	2.5	2.7	2.6	2.6	2.7	2.8	2.7	2.7	3.0
Style – State	2.9	3.0	3.0	2.9	2.9	3.0	3.1	3.1	3.2
Conventions – LUES	2.4	2.6	2.7	2.5	2.7	2.7	2.7	2.7	3.0
Conventions – State	2.7	2.8	2.8	2.7	2.8	2.8	2.8	2.8	2.9

While LUES is closing the gap in fifth grade writing scores, we are still significantly below the state average in the percent passing. In reviewing grade 5 writing test domain data, the scores were equal or lower than the state averages each year on each genre with the exception of 2013 narrative, where LUES surpassed the state. The writing test data and portfolios show patterns indicating a need for more practice on informational and persuasive pieces in all content areas.

**b. Data for All Teachers:**

		Teachers	Administrators	Support Personnel (counselor, media, IC, speech)
Personnel	Number	31	2	4
Gender	Male	0	0	0
	Female	31	2	4
Highest Certification	4 Yr Bachelor's	7	0	0
	5 Yr Master's	16	0	3
	6 Yr Specialist's	8	2	1
	7 Yr Doctoral	0	0	0
Race/ Ethnicity	Black	5	0	0
	White	26	2	4
Years Experience	< 1	0	0	0
	1-10	8	0	1
	11-20	15	1	1
	21-30	8	1	1
	> 30	0	0	1
	Average	15.94	19.5	20.25

**c. Teacher Retention Data**

The certified staff remains stable, with little turnover.

FY 11	FY 12	FY 13
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Total certified staff during school year	42	42	38
Transferred to another school in the system	1	0	3
Transferred to LUES from another school in the system	0	0	0
New to LUES	0	1	2
Retired	0	3	1
Resigned or left system	0	3	2
Teacher retention	97.6%	83.3%	78.9%

25.8% of teachers have been teaching between 2 and 10 years. 48.4% of teachers have been teaching between 11 and 20 years. 25.8% of teachers have been teaching for over 20 years. All teachers are highly qualified.

**d. Goals and Objectives**

Our assessment data has identified that students are entering LUES struggling with basic reading and literacy skills, impacting not only reading and language arts but also science and social studies. The current core program has not addressed the missing skills, so additional programs and resources are needed. We need a universal screener such as Scholastic Reading Inventory to more efficiently identify reading difficulties. Our goals are to decrease the number of struggling students and help our students become more fluent readers.

SMART Goals	Objectives
All students will receive direct explicit instruction in reading.	<ul style="list-style-type: none"> <li>– Identify at-risk students</li> <li>– Find the root of the problem</li> <li>– Locate and use resources in identified areas of weakness</li> <li>– Train teachers on effective strategies for assessing, identifying, and remediating reading difficulties</li> </ul>
All students will receive effective writing instruction across the curriculum.	<ul style="list-style-type: none"> <li>– Train teachers in all content areas on effective writing instruction</li> </ul>

	<ul style="list-style-type: none"> <li>– Provide training and resources on how to give effective feedback to students</li> </ul>
<p>All students will receive extended time for literacy instruction</p>	<ul style="list-style-type: none"> <li>– Provide training and assistance with managing time and flexible groups</li> <li>– Provide resources to use during flexible groups</li> </ul>

Funding from the SRCL would allow additional resources needed in reading, writing, and literacy in all content areas.

**e. Additional District Prescribed Data**

Universal screeners (AIMS web) for students on tiers, SRA Reading Mastery Plus rate and accuracy data and mastery test data for EIP reading students, summative common unit assessment data, as well as state mandated assessment data are disaggregated during PLC and Literacy Team meetings to set goals and to determine best strategies to improve literacy for all subgroups and to close gaps.

**f. PLC and On-Going Professional Learning at School**

All teachers and administrators are surveyed annually for their personal professional learning needs. Professional learning activities are on-going, both general and content-specific, and job-embedded; all teachers and administrators actively participate during professional learning and PLCs. Subjects meet weekly by grade levels and monthly as a vertical team. Professional learning is offered face-to-face, on-line, and through PLCs, webinars, and trainings.

**a. Project Goals Directly Related to the Identified Needs**

Goal 1	Teachers will provide standards-based curriculum using teacher created units rich in literacy conducive to closing existing gaps.
Goal 2	Teachers at LUES will have access to ongoing formative and summative assessment data to inform instructional decisions and to evaluate the effectiveness of strategies used.
Goal 3	LUES will provide varied, complex texts to include non-fiction (particularly science and social studies), fiction, periodicals, and digital-age literacy devices so that students learn to “read and comprehend complex literary and informational texts independently and proficiently.
Goal 4	Technology application will be essential and widely used, taking the form of presentation tools, e-texts, and assistive technology.
Goal 5	Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by a variety of methods: face-to-face, through webinars, online archives, or other resources. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.

**b. Project Objectives**

1	Administrators, Instructional Coaches, and consultants will conduct observations and walkthroughs to monitor curriculum and technology implementation.
2	Teachers will use a variety of classroom assessments to make instructional adjustments for meeting student needs and evaluating effectiveness of instruction.
3	The SRCL grant will provide professional learning for all faculty and support staff on integrating content-specific literacy throughout the curriculum to assist in the implementation of and fidelity to the literacy program.
4	The SRCL grant will equip all classrooms with appropriate literacy materials to enhance student success.
5	The SRCL grant will provide professional learning on how to use the technology added to the classrooms.
6	The SRCL grant will provide more technology to classrooms (i.e. interactive boards in classrooms without them) and will increase the amount, availability, and use of technological resources in classrooms to improve student performance and increase the use of technology to reinforce skills and keep students motivated.

**c. Measurement of Goals and Objectives**

The following chart indicates how the SRCL grant goals and objectives are measured:

<b>Formative Measures</b>
Analysis of data to place students in the appropriate Tiers of Intervention
DIBELS Next Progress Monitoring results
Documentation of teachers actively participating in PLCs
Georgia Literacy Instruction Observation Checklist
Literacy Needs Assessment
Pre-Assessments and Benchmark results
Walkthroughs and observation summaries of teachers implementing standards-based strategies
Walkthroughs and observation summaries of teachers use of technology to assist in literacy instruction
<b>Summative Measures</b>
3 <sup>rd</sup> and 5 <sup>th</sup> Grade Writing Test data
DIBELS Next Benchmark data
Disaggregation of CRCT by subject and subgroup

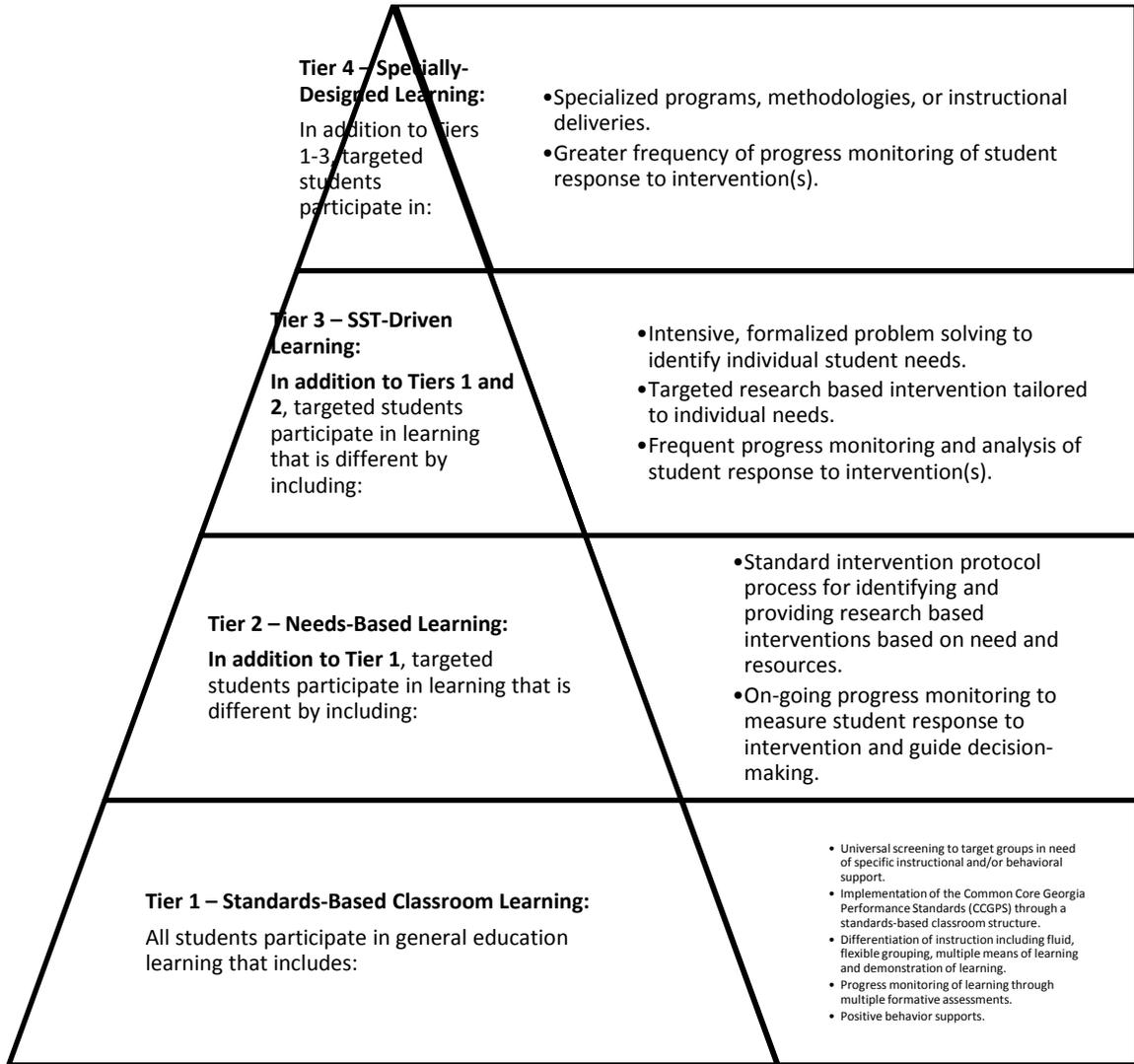
**d. Students Receive at least 90 minutes of Tiered Instruction**

LUES ensures that students have at least 90 minutes of tiered instruction.

Students receive 95 minutes of reading/language arts instruction. Students also receive 25 minutes of extended learning time. This can be seen in the sample schedule located in section i. Students receive additional strategies in other content areas.

**e. RTI Model**

LUES adheres to the state/system protocols for implementation of a 4-tiered instructional model. Struggling students are also afforded the opportunity of a 50-day after-school program to address academic weaknesses.



**f. Application is Inclusive of All Teachers and Students**

All teachers and students will be involved in reaching goals and objectives established in the literacy plan.

All teachers will:

- participate in professional learning
- implement research based strategies that promote student engagement
- utilize technology to assist in instruction and promote

All students will:

- have access to high quality instruction
- have access to literacy resources in each content area
- have access to appropriate technology

**g. Practices Already in Place**

The following practices are already actively in place at LUES:

- 4 tiered RTI process
- Classroom observations
- Formative and summative assessments
- Literacy Team
- PLCs
- Targeted professional learning
- Walk-throughs and observations

**h. Goals Funded with Other Sources**

Title I, IIA, VI and local funds currently pays for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, maintaining high quality teachers and paraprofessionals, Response to Intervention software and assessments, travel expenses and registration to attend training.

**i. Sample Schedule by Grade Level showing a Tiered Instructional Schedule with**

**Appropriate Interventions:**

<b>LUES Sample Schedule</b>					
<b>3<sup>rd</sup> Grade</b>		<b>4<sup>th</sup> Grade</b>		<b>5<sup>th</sup> Grade</b>	
7:55 – 9:30	Reading/LA	7:55 – 8:45	Reading/LA	7:55 – 9:40	Reading/LA
9:30 – 10:00	ELT	8:50 – 9:40	PE, CL	9:45 – 10:35	Math
10:05 – 10:55	Science	9:43 – 10:33	Reading/LA (cont)	10:38 – 11:28	PE, CL
11:00 – 11:30	Lunch	10:35 – 11:25	Science	11:30 – 12:20	Math (cont)
11:30 – 1:50	Break	11:30 – 12:00	Lunch	12:23 – 12:53	Lunch
11:55 – 12:45	Social Studies	12:00 – 12:20	Break	12:53 – 1:13	Break
12:50 – 1:40	PE, CL	12:23 – 1:13	Social Studies	1:15 – 1:40	ELT
1:40 – 3:25	Math	1:15 – 1:40	ELT	1:43 – 2:33	Science
		1:42 – 3:25	Math	2:35 – 3:25	Social Studies

During Extended Learning Time (ELT), targeted students are provided interventions based on individual needs while others are enriched.

**j. References the “What” and the “Why” documents:**

LUES will implement striving reader goals and objectives by developing strategies that will be used in all classrooms. This plan will be implemented by district level personnel, school improvement specialists, administrators and classroom teachers.

<b>Research-Based Practices</b>	<b>Project Goals</b>	<b>Project Objectives</b>	<b>Reference to</b>	
			<b>“What” document (page #)</b>	<b>“Why” document (page #)</b>
Technology is used for production, publishing, and communication across the curriculum.	1,2,3,4,5	1,2,3,4,5,6	10	77
Include the use of Lexiles in the classroom and media center to support and enhance literacy instruction.	1,2,3,4,5	1,2,3,4,5,6	9	50, 115, 155
Include diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.	1,3,4,5	1,3,4,5,6	7-10	68, 133
Extended time for reading and literacy instruction will be provided for struggling students after school or during the summer.	1,2,3,4	2,3,4,5,6	10	161
Students will be provided frequent opportunities to write in order to extend and reinforce reading in all content areas.	1,3,4	1,2,3,4,5,6	7-10	46, 58, 89

Teachers will provide opportunities for students to participate in test-based collaborative learning.	1,3,4,5	3,4,5,6	7-10	68
Teachers will use direct and explicit comprehension strategies that include motivation and self-directed learning.	1,3,4	3,4,5,6	7-10	60, 133
Administrators will provide and support a clear vision for school wide data use.	1,2,3,4,5	1,3	5	122
Teachers utilize differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.	1,2,5	1,2,4,5	10	70, 74
Make data a part of an ongoing cycle of instructional improvement.	1,2,4	2,4,5	8-9	26, 30, 36
Teachers will participate in PLCs to collaborate, plan, and align the curriculum horizontally and vertically.	1,2,5	3,4,5	13	146
Frequent, ongoing progress monitoring of student response to intervention for instruction will be used as formative assessments.	1,2,3	2,5	8-9	98, 127
Diagnostic assessments will be administered to students who are identified with needs during the screening process.	1,2,3	2,5	9	40, 101
Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction.	1,2	2,5	8	135

**a. Current Assessment Protocol**

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
Unit Assessments	Progress Monitoring/ Outcome	Reading, ELA, Math, Science, Social Studies	At completion of each subject's unit
Reading Mastery Plus	Screener	Oral Reading Fluency; Vocabulary; Reading Comprehension	Tier 1 - 3 times per year Tier 2 - Once per week Tier 3 – Once per week Tier 4 – Once per week
Harcourt Trophies	Screener	Vocabulary; Reading Comprehension	Initial placement (into reading groups)
CRCT	Outcome	Reading, ELA, Math, Science, Social Studies	Once per year
Grade 3 Writing Assessment	Diagnostic	Informational, Narrative, Persuasive writing	3 times per year
Grade 5 Writing Assessment	Diagnostic	Informational, Narrative, Persuasive writing	Once per year
Grades 3 – 5 AIMSweb Oral Reading Fluency Probes	Progress Monitoring	Oral Reading Fluency	Tier 2 – Every 2 weeks Tier 3 – Once per week Tier 4 – Once per week
Grades 3- 5 AIMSweb Math Computation	Progress Monitoring	Math Computation	Tier 2 – Every 2 weeks Tier 3 – Once per week Tier 4 – Once per week
Grades 3 – 5 AIMSweb Math Concepts & Application	Progress Monitoring	Math Concepts & Application	Tier 2 – Every 2 weeks Tier 3 – Once per week Tier 4 – Once per week
ACCESS for ELL	Screener	Language	Once per year – English Learners
Vineland	Diagnostic	Adaptive Behavior	Initial placement & every 3 years
BASC- Behavior Assessment Children - 2 <sup>nd</sup> ed.	Diagnostic	Behavior	Initial placement & every 3 years
Comprehensive Test of Phonological Processing	Diagnostic	Processing	Initial placement & every 3 years
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial placement & every 3 years
Differential Ability	Diagnostic	Cognitive	Initial placement &

Scales: Second Edition			every 3 years
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial placement & every 3 years
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial placement & every 3 years
Cognitive Abilities Test	Diagnostic	Mental Ability	Initial placement - Gifted
Terranova	Diagnostic	Achievement	Initial placement - Gifted
Gifted Rating Scales	Diagnostic	Motivation	Initial placement - Gifted
Gifted Evaluation Scale	Diagnostic	Creativity	Initial placement - Gifted

LUES data analysis protocol allows all children to be screened and identifies any students at risk. After students are identified, strategies are implemented to guide instruction and to help students become successful in the identified weak areas. If the primary intervention is not working, then other research-based interventions are implemented. Growth is examined to find the most effective strategies used for the identified skills.

**b. Comparison to the SRCL Assessment Plan**

The current LUES assessment plan includes several of the requirements of the

SRCL:

- The use of a screener to identify at-risk students and target specific weaknesses (The What, p99)
- Progress monitoring to measure skills acquisition (The What, p104)
- Formative and summative assessments
- Analysis of assessment data (The What, p110)

As a result of implementing the SRCL plan, LUES will augment the screening and progress monitoring processes with universal screeners (DIBELS Next and Scholastic Reading Inventory). Grade 3 would benefit from a universal screener to identify language deficiencies. Teachers will be trained to administer, analyze and use the information from the screeners to plan appropriate instruction, differentiation and interventions.

**c. How New Assessments will be Implemented**

<b>Assessment</b>	<b>Frequency</b>	<b>Location</b>
DIBELS Next Benchmarks	3 times per year	Classroom
DIBELS Next Progress Monitoring	1 time weekly	Classroom
Scholastic Reading Inventory	3 times per year	Computer Lab

**d. Current Assessments that Might Be Discontinued as a Result of the SRCL:**

- AIMSweb math computation
- AIMSweb math concepts & application
- AIMSweb oral reading fluency probes
- Harcourt Trophies reading comprehension
- Harcourt Trophies vocabulary
- Reading Mastery Plus oral reading fluency

**e. Professional Learning that Teachers will Need to Implement any New Assessments:**

- DIBELS Next training & disaggregation of data
- Differentiated Instruction with flexible groups based on student needs
- Management of small group instruction based on student needs identified in assessments
- Scholastic Reading Inventory training & data interpretation to inform instruction

- Support and training for interventionists in using assessment data to identify specific skill deficits and determine the most effective intervention

**f. How Data is Presented to Parents and Stakeholders**

Individual student data is presented to parents in a myriad of ways: face-to face parent conferences, through the Infinite Campus Parent Portal, phone conferences, or through written communication. Overall disaggregated school summary data is reported in the media through the local newspaper, radio station, and system/school website. Summary data is also shared at meetings of the Literacy Team, Leadership Team, faculty, School Council and Board of Education and is incorporated into the school’s monthly newsletter. LUES strives for all stakeholders to be aware of the strengths and weaknesses of the students within the school and encourages opportunities for involvement and support.

**g. How Data will be Used to Develop Instructional Strategies as well as Determine Materials and Needs**

During last year’s Data Dig, the LUES leadership team analyzed data from various state assessments; the results were shared with the faculty during pre-planning. Throughout the year teachers will individually study their formative and summative assessment data, looking for trends, and will share their findings during PLC. Both formative and summative data will be compiled by grades and departments and shared with the Literacy Team; the team will examine the data for common trends and make suggestions for instructional strategies and interventions, as well as detect professional

learning needs and materials considered necessary. Through the needs assessment survey and a review of the data, LUES teachers identified that new or ongoing professional learning was needed in several areas:

- Continued Support of CCGPS/GPS Implementation
- Data Disaggregation
- Differentiation: Strategies, Management, Activities
- Effective Writing Strategies – Writing Across the Curriculum
- Formative Instructional Practices (FIP) Training
- Helping Struggling Readers – Phonics, Phonological Awareness, Fluency and Comprehension
- Helping Students in Reading Complex Grade-Level Text in All Content Areas
- Identifying & Assisting Struggling Readers
- Implementing Literacy Activities into All Content Areas
- Increasing Parental Involvement
- Increasing the Rigor and Relevance in CCGPS/GPS classrooms
- Positive Behavior Interventions & Supports (PBIS)
- Professional Learning Communities
- Response to Interventions
- Standards-Based Classrooms
- Strengthening Academic Vocabulary
- Understanding and Incorporating Scholastic Reading Inventory & DIBELS Next
- Using Lexiles in Content Areas

**h. Who will Perform the Assessments and How will it be Accomplished**

The administrators, Instructional Coach and teachers will review and disaggregate the data and will share information through PLC. The first three assessments will be available if funds are received from this grant.

<b>Assessment</b>	<b>Who will Complete the Assessment</b>	<b>How Will It Be Accomplished</b>
DIBELS Next Benchmark	Principal, Instructional Coach, Teacher(s)	<ul style="list-style-type: none"> <li>✓ 3 times per year</li> <li>✓ Test one class at a time until all LA classes have been tested</li> <li>✓ Instructional Coach will enter</li> </ul>

		data in database
DIBELS Next Progress Monitoring	Teachers	<ul style="list-style-type: none"> <li>✓ Once per week</li> <li>✓ Tested during small group instruction during the LA block</li> <li>✓ LA teacher will enter data in database</li> </ul>
Scholastic Reading Inventory	Computer Lab Teacher during PE/Computer time	<ul style="list-style-type: none"> <li>✓ Three times per year</li> </ul>
Reading Mastery – Rate & Accuracy	Classroom Teachers	<ul style="list-style-type: none"> <li>✓ Multiple times as needed</li> <li>✓ Monitored by Instructional Coach</li> </ul>
Reading Mastery – Mastery Tests	Classroom Teachers	<ul style="list-style-type: none"> <li>✓ Multiple times as needed</li> <li>✓ Monitored by Instructional Coach</li> </ul>
CRCT	Certified Teachers	<ul style="list-style-type: none"> <li>✓ Once per year</li> </ul>
Grade 3 Writing Assessment	Grade 3 Teachers	<ul style="list-style-type: none"> <li>✓ Once per year</li> <li>✓ Collection is ongoing</li> </ul>
Grade 5 Writing Assessment	Grade 5 Teachers	<ul style="list-style-type: none"> <li>✓ Once per year</li> </ul>
ACCESS for ELL	EL Teacher	<ul style="list-style-type: none"> <li>✓ Once per year</li> </ul>
Unit Assessments	Classroom Teachers	<ul style="list-style-type: none"> <li>✓ At completion of each subject's unit</li> </ul>

**a. Resources Needed to Implement the Literacy Plan, including those that Foster Student**

**Engagement:**

- 21<sup>st</sup> century technology equipment
  - Wireless technology consisting of computer labs, tablets, laptops, and/or other devices
  - E-texts and e-texts readers to replace, as appropriate, textbook and book usage
  - Interactive boards and comparable devices for non-equipped classrooms
  - Student response systems for assessing student progress and understanding
  - Projectors, document cameras, and multimedia equipment to support literacy activities
- Computer-based diagnostic assessment for fluency and comprehension
- Effective professional learning in the areas of technology integration, writing instruction, intervention strategies and assessment strategies
- Print books, fiction, nonfiction, and informational texts, in order to update classroom libraries in all content areas
- Print books, fiction, nonfiction, and informational texts, in order to update media center
- Printers – standard, color laser, and large scale (color/B&W)
- Research-based core language arts program
- Resources for professional learning

**b. Activities that Support Literacy Intervention Programs:**

- Continue implementation of the Response to Intervention 4-tiered model
- Continue scheduling extended learning times for struggling students to receive intense interventions through remedial education along with extra support in the classroom
- Continue to send home parent resources
- Professional learning and coaching to implement and utilize the interventions with fidelity
- Research-based, scientifically evidenced intervention materials for grades 3-5
- Use a universal screening to identify students who need intense interventions

**c. A List of Shared Resources Available in the School:**

- Chrome Books (being piloted in grade 5 social studies classes)
- Curriculum guides (including standards, instructional units, and common assessments)
- Interactive boards (in some classrooms)
- Laptop and projector (classrooms without interactive boards share)
- One student computer (in some classrooms)
- One teacher computer per classroom
- Research-based scientifically evidenced reading materials
- Shared computer labs (2) for entire school
- Student novels/textbooks/workbooks

**d. A General List of Library Resources or a Description of the Library as equipped:**

- Fiction and nonfiction books
- Galileo on-line resources
- Laptop & projector for teacher/student/PL use
- Limited trade books
- Magazines
- Nine computers for research
- Reference books

**e. List of Activities that Support Classroom Practices:**

- Daily collaborative planning
- Direct, explicit literacy instruction for EIP classes
- Emphasis on teaching and using academic vocabulary and the language of the standards
- Instructional coaching on a regular basis to provide support structures for teachers as they implement new initiatives, strategies, programs, and technologies into the classroom
- Lesson design that promotes engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing
- Pacing guide and curriculum map aligned with CCGPS (reading/ELA/math) and GPS (science/social studies)

- Professional Learning Communities for collaboration, analysis of standards and student data, and lesson planning that demonstrate the use of best instructional practices
- Professional learning for teachers and administrators focusing on the implementation of technology that supports standards-based instruction and increases student motivation
- Professional learning for teachers and administrators that supports the use of research based practices in their content area
- Professional learning for teachers and administrators that supports research-based practices through content areas
- Student utilization of technology in each content area to develop strong research skills that will transfer throughout our school then through high school and college
- Use of varying print and non-print forms of media to engage students in meeting standards
- Use of varying texts that are appropriate, based on student Lexile scores and level of text complexity

**f. Additional Strategies Needed to Support Student Success:**

- Access to 21<sup>st</sup> century technology in each classroom
- DIBELS Next benchmark/progress monitoring
- Differentiation strategies, activities and management
- Intervention programs with multiple entry points
- Multiple means of accessing diverse media for instruction
- Professional learning and coaching in implementation of interventions with fidelity
- Professional learning for evidence-based content literacy instructional best practices
- Scholastic Reading Inventory
- Technology capacity for storing/accessing student data
- Vocabulary, academic vocabulary, fluency building, and comprehension strategies

**g. A General List of Current Classroom Resources for Each Classroom in the School:**

- Curriculum guides (standards, instructional units, common assessments)
- Interactive boards (in some classrooms)
- Laptop and projector (classrooms without interactive boards share)
- Mobi (in some classrooms)

- Novels (limited)
- One student computer (in some classrooms)
- One teacher computer
- Textbooks (older editions, used only as a resource for supplementing instruction)

**h. Clear Alignment Plan for SRCL and All Other Funding:**

Alignment areas	Strategies	Funding Sources
Classroom Resources	<ul style="list-style-type: none"> <li>- Provide classroom libraries with a variety of text and Lexile levels</li> <li>- Access materials to aid and support targeted students (including DIBELS Next and Scholastic Reading Inventory)</li> <li>- Plan and provide lessons that promote engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing</li> <li>- Implement a research-based core Language Arts/Writing Program</li> </ul>	SRCL, Title I, Title IIA, IDEA, other funding sources
Professional Learning	<ul style="list-style-type: none"> <li>- Training in helping struggling readers</li> <li>- Differentiation training</li> <li>- Lesson development that promotes engagement in literacy in the content areas</li> <li>- Disaggregation of formative and summative assessment data</li> <li>- Implement and utilize technology to assist teachers and to increase student motivation</li> </ul>	SRCL, Title I, Title IIA, IDEA, other funding sources

Technology	<ul style="list-style-type: none"> <li>– Assist with assessment and literacy programs to improve student achievement</li> <li>– Assist teachers with resources available on the web</li> <li>– Provide students with technology access to a variety of resources that promote digital literacy in all content areas</li> <li>– Provide students with the necessary tools to engage in writing by accessing research and informational texts.</li> </ul>	SRCL, Title I, Title IIA, IDEA, other funding sources
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**i. Proposed Technology Purchases will Support:**

**RTI**

- Access additional online resources that promote student engagement
- Interventionists working with Tier 2 & 3 students will be trained in selecting/monitoring/assessing identified areas of student concerns using instructional best practices incorporating technology
- Online intervention programs will allow increased accessibility to diverse learners
- Provide access to research-based, scientifically evidenced interventions for students on Tier 2 & 3
- Provide programs which will help track student progress

**Student Engagement**

- Access software, programs, activities, and strategies which promote student engagement and individualized instruction/differentiation
- Assist in assessing students for content mastery
- Improve student engagement through the use of technology in classroom
- Promote interaction and communication among students and between students and faculty through online access

**Instructional Practices**

- Model and support student creation of products that demonstrate critical thinking and sound research-based strategies to encourage literacy
- Provide teachers with a vast array of information and instructional resources through the use of interactive technology
- Regularly integrate technology within lesson plans, utilizing provided resources and applications that promote engagement

- Utilize technology for researching and accessing informational texts across content areas

### **Writing**

- Creation, editing, revision, publishing, and storage of student writing samples are enhanced
- Immediate access to information supports student research and writing projects and motivates students to write
- Individualized practice for student subgroups that require additional support
- Offers teachers access to analyze student writing using online rubrics, record keeping, data storage, etc.
- Software and/or programs to increase the four domains of writing and the various genres

Instructional technology facilitates differentiation within the curriculum to better meet individual student learning needs. By updating and increasing technology within LUES, we will provide many more opportunities for the students and teachers than are presently available.

- a. Past Professional Learning at LUES
- b. The Percent of Staff Attending

Topic	Contact Hours	Targeted Teaching Staff	Targeted Staff Attended
Resources to Supplement Instructional Reading/ELA Units	29.25	Reading/ELA	95%
Resources to Supplement Instructional Math Units	36.5	Math	91%
Resources to Supplement Instructional Science Units	28.75	Science	87%
Building Content Vocabulary	6	Social Studies	86%
EL/WIDA Training	6	EL Inclusion	100%
Differentiated Instruction Refresher	1	All	100%
Creating Rigorous Math Assessments	3	Grade Representative	100%
Math Assessment Revision	2.5	Math	85%
Marzano’s High-Yield Instructional Strategies	10	All	100%
Data Retreat	13	Leadership Team	100%
Journey of Teacher Keys	12	All	94%

Inclusion teachers for special education and EL attended trainings in reading/ELA, math, social studies and science, as schedules allowed. Any teacher unable to attend initial training received redelivery of information.

- c. On-Going Professional Development

Topic	Preferred Method of Delivery
Collaborative Planning for Unit & Assessment Development & Revision	Face-to-Face; Webinars
Step Up to Writing	Face-to-Face
Increasing Parental Involvement	Face-to-Face
Differentiated Instruction	Face-to-Face; Webinars
Effective Vocabulary Instruction	Face-to-Face
SLO Training & Implementation	Face-to-Face
Professional Learning Communities <ul style="list-style-type: none"> <li>- Grade/Content Teams</li> <li>- Content Level Vertical Teams</li> <li>- Transitional Alignment Teams</li> </ul>	Face-to-Face; Webinars

**d. Programmatic Professional Learning Needs Identified in the Needs Assessment:**

- Differentiated Instruction: activities, strategies, and management
- Disaggregating data
- Direct and explicit reading strategies to help struggling readers on fluency and comprehension
- Intensive and individualized interventions for struggling readers
- Increased motivation and engagement in literacy learning
- Helping students to read complex text on grade level in all content areas training
- Explicit vocabulary instruction
- Effective writing strategies
- Formative Instructional Practices
- Instructional Coach extended day and year to prepare and provide professional learning and implement the literacy activities from the grant
- Response to Intervention (RTI)
- Participation in statewide professional learning webinars, online courses, and conferences that are literacy based
- Walk-through observations and coaching to provide critical feedback/support for literacy
- Professional learning fees for instructors
- Strategies to support ELL students
- Stipends, travel, substitutes, trainer fees, and registration fees for teachers attending professional learning during off contract time
- Thinking Maps
- Using Lexiles

**e. Process to Determine if Professional Development was Adequate and Effective**

In order to determine if the professional development was adequate and effective, the following will take place:

- Examination of student achievement data
- PLC meetings with documentation
- Walk-through and observations to collect professional learning implementation
- Feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities

**f. Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives**

**Outlined in the Literacy Plan &**

## Professional Learning Strategies Identified on the Basis of Documented Needs

**g. Method of Measuring Effectiveness of Professional Learning that can be tied back to the Goals and Objectives**

Professional learning needs are addressed in every area in the Needs

Assessment and will be a critical piece of the implementation of this grant. The following

chart contains the LUES Professional Learning Plan, incorporating professional learning

that administrators, teachers, and parents will participate in as we implement the grant.

The Professional Learning Plan utilizes the school's literacy plan as well as the needs

assessment results to determine the types of professional learning most needed to

ensure a successful implementation and to promote strong literacy instruction in our

school.

Professional Learning	(Building Block) Location in Literacy Plan	Measures of Effectiveness
Provide PL for new staff to receive necessary support on any new literacy initiatives previously learned by the staff	1 – A, C, E 4 – A 6 – B	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ Walk-through observations of implementation</li> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Continue to implement professional learning and support to staff during the transition to CCGPS. This includes state-sponsored webinars and face-to-face workshops	1 – A, C, E 2 – A, B 3 – A, B 6 – B	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Provide direct and explicit reading strategies to help struggling readers on fluency and comprehension training	1 – A, C 2 – A, B 4 – A 5 – E 6 – B	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Literacy Team</li> </ul>

## Professional Learning Strategies Identified on the Basis of Documented Needs

		documentation/minutes ✓ CRCT, DIBELS Next
Provide professional learning on research-based instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area	1 – A, C 2 – B 4 – A 5 – E 6 – B	✓ PLC documentation/minutes ✓ CCGPS units ✓ Walkthrough/observations of implementation ✓ Literacy Team documentation/minutes ✓ CRCT, DIBELS Next
Provide professional learning on the tenets of explicit instruction: <ul style="list-style-type: none"> <li>- Use of data to inform instructional decisions and explicit teaching (formative and summative)</li> <li>- Selection of appropriate text for strategy instruction</li> <li>- Telling students specific strategies to be learned and why</li> <li>- Modeling of how strategy is used</li> <li>- Guided and independent practice with feedback</li> <li>- Discussion of when and where strategies are to be applied</li> </ul>	1 – A, C, D 2 – A 3 – A, B 4 – A 6 – B	✓ PLC documentation/minutes ✓ CCGPS units ✓ Walkthrough/observations of implementation ✓ Literacy Team documentation/minutes ✓ CRCT, DIBELS Next
Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction	1 – A, C 2 – B 4 – A 6 – B	✓ PLC documentation/minutes ✓ CCGPS units ✓ Walkthrough/observations of implementation ✓ Literacy Team documentation/minutes ✓ CRCT, DIBELS Next
Provide differentiated instruction to include intensive and individualized interventions for struggling readers	1 – A, C, E 2 – A, B 3 – A, B 4 – A 5 – E	✓ PLC documentation/minutes ✓ CCGPS units ✓ Walkthrough/observations of implementation ✓ Literacy Team documentation/minutes

## Professional Learning Strategies Identified on the Basis of Documented Needs

		<ul style="list-style-type: none"> <li>✓ CRCT, DIBELS Next</li> </ul>
Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge	<ul style="list-style-type: none"> <li>1 – A, C, E</li> <li>2 – A, B</li> <li>3 – D</li> <li>4 – A</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Maximize the use of scheduled instructional time by identifying effective strategies for: <ul style="list-style-type: none"> <li>- Differentiating instruction</li> <li>- Promoting active engagement</li> <li>- Teaching key areas of literacy</li> <li>- Teaching key areas of writing</li> </ul>	<ul style="list-style-type: none"> <li>1 – A, C, E</li> <li>2 – B</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Ensure that collaborative planning time is scheduled and teachers are trained in the use of protocols such as examining student work	<ul style="list-style-type: none"> <li>1 – A, C</li> <li>5 – A</li> <li>6 – B</li> </ul>	<ul style="list-style-type: none"> <li>✓ Master schedule</li> <li>✓ PLC documentation/schedule</li> <li>✓ Student work samples</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Provide professional learning on: <ul style="list-style-type: none"> <li>- Incorporating the use of literature in content areas</li> <li>- Use of informational text in language arts classes</li> <li>- Supporting opinions with reasons and information</li> <li>- Text complexity that is appropriate to grade level</li> <li>- Text complexity that is adjusted to the needs of individualized students</li> <li>- Best practices in writing instruction in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>1 – A, C, E</li> <li>2 – B</li> <li>3 – D</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Identify research based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated	<ul style="list-style-type: none"> <li>1 – A, C, E</li> <li>2 – A</li> <li>3 – B, D</li> <li>4 – A</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ CCGPS units</li> <li>✓ Walkthrough/observations of implementation</li> </ul>

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

instruction through tiered tasks (RTI)	5 – A, B, C, D 6 – B	<ul style="list-style-type: none"> <li>✓ Literacy Team documentation/minutes</li> <li>✓ CRCT, DIBELS Next</li> </ul>
Provide training on the use of technology to support literacy instruction and assessments	1 – A, C 2 – C 3 – D 6 – B	<ul style="list-style-type: none"> <li>✓ PLC documentation/minutes</li> <li>✓ Walkthrough/observations of implementation</li> <li>✓ Lesson plans</li> <li>✓ CRCT</li> </ul>

Our school is committed to ensuring the success of the grant after the funding cycle has ended. The sustainability plan contains the following components:

- a. LUES will use the following instruments to gather data on literacy achievement with local assessments, including DIBELS Next, AIMSweb, portfolio assessments, and assessments on fluency, vocabulary and comprehension. The instructional coach will coordinate and oversee the administration of the various assessments.
- b. The Toombs County School Educational Foundation has been entrusted to help meet the emerging and long-range needs of our school system. The foundation's primary goal is to raise funds to promote, enhance, and supplement the educational programs for the benefit of students and staff in the Toombs County School System in order to preserve a tradition of excellence and help build the dreams of children in our community.
- c. Professional learning is utilized as a vessel for sustainability, professional enhancement, and best practices. Our job-embedded professional learning communities play an integral part in expanding these lessons learned and for extending these teaching and learning practices. Professional learning is redelivered to those unable to attend initial training. Mentor teachers are assigned to new teachers; they, along with the instructional coach, assist the new teacher in perfecting newly learned skills including classroom management techniques, utilizing technology in the classroom, and using assessments to monitor student progress. All teachers will be trained on the assessment protocols, and new hires will be proctored through training and support. Formative and summative data will be analyzed to measure growth in content areas. Teachers will meet regularly to collaboratively discuss the integration of literacy in each content area.

Lesson plans and accompanying materials will be compiled into curriculum guides for future reference.

- d. Literacy teams at each school will assist in determining the condition of print materials and the necessity of their replacement. Replacement requests will be forwarded to the central office for inclusion in the appropriate budget.
- e. Professional learning will extend beyond the grant period to sustain and advance teachers' skills. Job-embedded professional learning and PLCs will promote a culture of learning and provide a platform for increased teacher effectiveness. Various state, federal and local allocations will support these efforts.
- f. LUES will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds as well as E-rate and other applicable funding. The media specialist at each school will assist teachers with technology maintenance and instructional technology training. The system technology director and her staff are available when needed to assist with technical issues that arise. The technology director and media specialist will coordinate purchases of hardware and software, obtain bids, initiate purchase orders, inventory equipment, arrange installation, negotiate site licenses, and organize warranties. The system professional learning coordinator will schedule training on any software or the use of the hardware to both new and veteran staff members. Our media specialist will arrange for regular maintenance of the equipment in order to extend the life of the hardware.
- g. The staff of Lyons Upper Elementary School remains committed to being WILD about Learning, maintaining an environment **W**here **I**ndividuals **L**earn and **D**iscover, and

supporting the LUES school motto - **L**earning **U**nconditionally for **E**very **S**tudent. We will use job-embedded professional learning to help guide new and current teachers in literacy instruction across the curriculum. We will use transitional alignment teams to implement vertical articulation of literacy-based instruction and lessons learned. PLCs will provide a supportive environment allowing the sharing of successful literacy practices with a focus on learning.

The SRCL grant funding will provide LUES the opportunity to address literacy needs of our 21<sup>st</sup> century learners. Our needs assessment indicated that LUES requires a comprehensive literacy program to close the gap between literacy and student achievement by providing opportunities for the expansion of disciplinary literacy, continuation of writing across the curriculum, and integration of appropriate technology. If awarded, our budget plans necessitate the funds to be allocated over a three to five year period.

Funds from the SRCL grant will be used in several ways. LUES will successfully implement research-based core language arts/writing programs; teachers will participate in professional learning as needed. Teachers will receive training in literacy instruction and assessment for school-wide intervention programs. Teachers will be afforded opportunities to participate in specific literacy training to meet the needs of their students. Intervention software with universal screeners and diagnostic assessments (DIBELS Next, Scholastic Reading Inventory, etc.) will be purchased. Supplemental literacy resources for ELA and content area teachers (as well as texts for classroom libraries) will be obtained. Technology to support literacy instruction and assessment will be purchased. Equipping each classroom with 21<sup>st</sup> Century technology is vital to successfully implement all components of our plan.

Initial grant funds (Year I) will be used to jumpstart literacy instruction. These include:

- Classroom libraries to include informational texts
- E-readers and e-texts
- Intervention software
- Literacy kits and programs
- Literacy program software for differentiated instruction
- Literacy screenings
- Printers, paper, and toner supplies

- Professional learning will be organized and monitored by the Instructional Coach with assistance from the Literacy Team in the following areas:
  - Literacy across all content areas
  - Incorporating technology to support literacy instruction
  - Differentiation
  - Identification/evaluation of effective literacy instruction
  - Diagnosis/intervention of reading difficulties
  - Content-specific reading/writing strategies
  - Analyzing/interpreting literacy assessment data
  - DIBELS Next/Scholastic Reading Inventory
- Projectors and laptops
- Research-based core language arts and writing programs
- Response devices
- Supplemental literacy resources for ELA and content area teachers
- Universal screener/diagnostic assessments
- Various professional learning expenses:
  - trainers’ fees, registration fees, substitute costs, stipends for off contract training hours, travel expenses, and training materials
- Whiteboards
- Wireless labs

Consideration will also be given to after-school and summer literacy programs. Funds will be needed for teacher stipends as well as literacy kits to use during the program. To assist with the initial implementation of the grant and its budgeted activities, the Instructional Coach will be granted a stipend to work additional days beyond the regular contract to implement the grant.

Instructional needs that were not filled in Year I will continue to be budgeted for in the subsequent years of the grant. Maintenance of technology purchased with the grant is crucial in extending the life of the equipment. Professional development costs will continue to be budgeted throughout the grant on an as-needed basis. Focus will be put on training teachers

on instructional practices identified in the annual needs assessment (organized and analyzed by the Literacy Team). Also, additional work days for the Instructional Coach will continue to be budgeted for her assistance in the grant implementation.