

School Profile

Created Monday, November 03, 2014

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School Information

System Name:	Franklin
School or Center Name:	Lavonia Elementary School
System ID	659
School ID	5050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Dr. Darrell McDowell
Position:	Principal
Phone:	7063568209
Email:	dmcdowell@franklin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Kasey Haley
Position:	Academic Coach
Phone:	7063568209
Email:	khaley@franklin.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

38

FTE Enrollment

550

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

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

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

-
- Yes
-

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

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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

Appendix D: Conflict of Interest & Disclosure Policy

action can have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or

Appendix D: Conflict of Interest & Disclosure Policy

2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii.** "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.
- iv.** The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v.** The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
1. Termination of the Agreement.
 2. Exclusion from subsequent GaDOE grant opportunities.
 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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Appendix D: Conflict of Interest & Disclosure Policy

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.

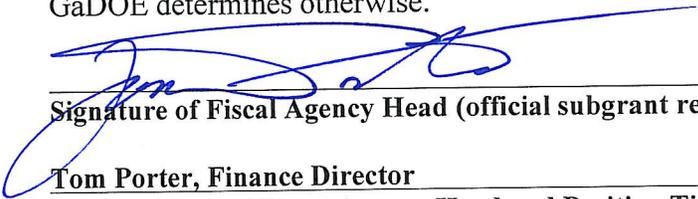
No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

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.

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 subgrant recipient)

Tom Porter, Finance Director

Printed Name of Fiscal Agency Head and Position Title

December 4, 2014

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Ruth O'Dell, Superintendent

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

December 4, 2014

Date

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: Cyndee Phillips

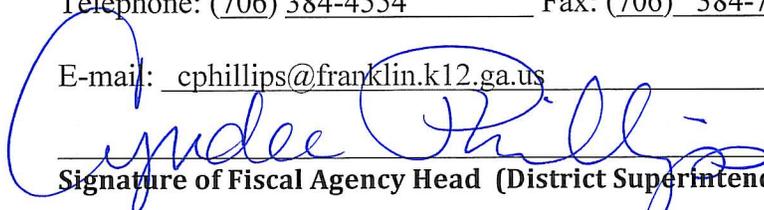
Position/Title of Fiscal Agent's Contact Person: Assistant Superintendent

Address: 280 Busha Road

City: Carnesville, GA Zip: 30521

Telephone: (706) 384-4554 Fax: (706) 384-7472

E-mail: cphillips@franklin.k12.ga.us


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

Cyndee Phillips

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

October 31, 2014

Date (required)

Brief History:

Franklin County is home to approximately 20,000 individuals living in a 266.4 square mile area. The county’s citizens earn livelihoods primarily from farming and industry causing the per capita income to be \$21,590, which is only 79% of the state’s average. Approximately 20% of Franklin County’s youth are living in poverty. The unemployment rate is 9.5%. The adult literacy rate is 20% compared to the state rate of 12%. Almost half (45.9%) of all adults, ages 25 and older did not complete high school. This situation has been perpetuated by low high school completion rates. The graduation rate for Franklin County has increased from 58.9% in 2008 to 86.4% in 2014.

System Demographics:

FCSS serves approximately 3600 students. There are 279 teachers and 30 administrators. There are three elementary schools, one middle school, and one high school. In 2013-2014, economic constraints precipitated the restructuring of four elementary schools into three schools, causing redistricting to occur and a change in configuration for the schools. Four elementary schools in FY 13 were too small to earn the minimal funding from the State of Georgia, causing an economic burden. The political climate of community schools would not support closing the oldest of the schools. Two schools (Carnesville and Central Franklin) were consolidated to save funds.

The free/reduced lunch rate is 61.6%. The elementary and middle schools are School-Wide Title I Program schools.

Student population:

White	Black	Asian	Hispanic
81.85%	10.51%	1.01%	6.63%

Current Priorities

Professional Learning Communities (PLCs) - approach to ensure standards based practices through the guidance of the Franklin County Classroom Model.

Implementation of state standards –Teams collaborate in designing units, creating common assessments, and implementing research based strategies.

RTI Revamp – the creation of a district level administrator to manage the RtI and PoI process provides a systematic approach for student support.

BYOT – support of student engagement and learning through the use of “Bring your Own Technology Initiative.

Strategic Planning

The five-year strategic plan was developed with input from the Board of Education, Leadership Teams, teachers, parents, community members, and students.

The Mission of the Franklin County School System is to educate and prepare all of our students to meet the highest state and national standards and the expectations of a continuously changing world.

Our Guiding Principles:

- *Doing whatever it takes for all students to graduate and be college-and work- ready and productive, critical-thinking, problem-solving citizens in the 21st century and beyond.*
- *Doing whatever it takes to realize, enhance, and even change the potential of every child.*
- *Doing whatever it takes to actively collaborate with colleagues to grow professionally, hold each other accountable for results, and support one another in a professional learning community.*
- *Doing whatever it takes to provide rigorous, relevant, differentiated instruction that meets the needs of all students.*
- *Doing whatever it takes to engage all stakeholders (students, teachers, parents, community) in the continuous improvement of our schools and system.*

District Goals:

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

Strategic Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

Strategic Goal III: Ensure that the district has resources and provides services that support its purpose and direction and the success of all students.

Strategic Goal IV: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

School improvement teams consisting of teachers, administrators, and other key personnel guide the process in data analysis, feedback from stakeholders (teachers, parents, students), and review the current initiatives to ensure continuous improvement is occurring. The school improvement plans incorporate strategies and interventions outlined in the Title I School-wide Plans.

Current Management Structure:

The Franklin County BOE consists of five members and employs the Superintendent to lead the district's improvement processes. A Central Office team consists of the Assistant Superintendent for Teaching, Learning, and Student Services, the Assistant Superintendent for CCRPI and Facilities, Directors for Special Education, Student Services, Finance, Operations, Transportation, School Nutrition, Technology, and Maintenance.

Monthly leadership team meetings focus on the strategic goals and professional learning. Leadership Team consists of district administrators, directors, principals, assistant principals, and academic coaches.

Additionally, monthly meetings of the Teacher Advisory Council (TAC) provide support for school improvement initiatives. The TLSS department consists of the Assistant Superintendent

for TLSS, Special Education Director, Student Services Director, Response to Intervention Director (49%), School Psychologists, School Social Worker, Parent Mentor, Diagnostician, and Alternative School (Summit Academy) Program Director and also meets monthly. The Assistant Superintendent for TLSS also meets twice monthly with the school-based Academic Coach team.

The Parent Advisory Council (PAC) and Student Advisory Council (SAC) meet quarterly to gather input. Additionally, the Chamber of Commerce Education Committee meets monthly to provide support and input from the community.

Past Instructional Initiatives:

Learning Focused Schools
Framework for Poverty
Differentiation
Student Longitudinal Data System
Reading First
21st Century After School Program Grant
Franklin County Model for Standards-Based Classroom Instruction

Literacy Curriculum and Assessments Used District-Wide:

K-5 – Renaissance Learning (STAR Early Literacy, STAR Reading, Accelerated Reader)
GKIDS
Milestones EOG Assessments (3-5)
Georgia Alternate Assessment (GAA)
ACCESS (English Learners)
Study Island
CCGPS Frameworks

6 – 8 - Scholastic Reading Inventory (SRI)
Milestones EOG Assessments (6-8)
GAA
ACCESS

9 –12 - Scholastic Reading Inventory (SRI)
Milestones EOC Assessments
GAA
Scholastic Read 180 (SWD and struggling readers)
ACCESS
End of Pathway Assessments (CTAE)

Need for a Striving Reader Project:

As the state standards have become more rigorous and literacy focused, the need to strengthen literacy in FCSS has become paramount. Although we see improvement in test scores, we do not

see the same with Lexile scores. 98% of students are meeting minimal grade level standards on the CRCT Reading assessment (2014); only about 68% reach the stretch band (CCRPI). Even though we have seen a steep increase in CRCT Reading and EOCT ELA scores, our writing scores are stagnant. The gap between students who are operating at high independent reading levels widens as students increase in grade levels. The ability to read, write, and comprehend at high levels, especially in jobs which require the employee to navigate technical manuals has also caused us to examine the current state of student's literacy skills in Franklin County. The Why document (p. 28) illustrates the need for a highly literate work force, indicating that those who are not able to write and communicate at high levels will not be hired or considered for promotions. The state standards also indicate a high level of literacy instruction and academic rigor in all content areas. No longer is "literacy" the property of the ELA or reading teachers. The Anchor Standards and the Literacy Standards for Science, Math, Social Studies, History, and Technical Subjects rightly place the importance of teaching literacy skills in every content class. Good reading skills are tools for communication, and should become habit rather than a particular lesson; or a culture of literacy throughout the school district (The Why, p. 32).

In addition to using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* and the "What" document to identify needs and root causes, the Literacy Teams also analyzed student achievement data, TKES data, school improvement goals, and other climate data. Data indicates very small differences in economically disadvantaged students and all students. The biggest gaps occur between all students and students with disabilities. Closing the achievement gaps will ensure that students graduate college and career ready (The Why, p. 3).

District Management Plan and Key Personnel:

In order to ensure effective coordination and implementation of SCRL grants across all school levels, the Assistant Superintendent for TLSS will be designated to serve as the primary liaison between the schools, district office and GADOE. The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Grant Management	Person/Position Responsible	Key Responsibilities	Supervisor
System-Wide Coordination/Management	Cyndee Phillips, Assistant Superintendent for Teaching, Learning, & Student Services (TLSS)	<ul style="list-style-type: none"> Ensures implementation of grant initiatives Monitors literacy instruction Problem solves issues Compiles reports for monitoring Manages grant budget items approval 	Dr. Ruth O’Dell, Superintendent
Purchasing	Tom Porter, Finance Director	<ul style="list-style-type: none"> Receive/process school purchase orders (approved budget items) Up-to-date expenditure reports 	Dr. Ruth O’Dell, Superintendent
Site-Level Coordination	<ul style="list-style-type: none"> CES – Jennifer Gaines, Principal & Jennifer Underwood Academic Coach LES – Darrell McDowell, Principal & Kasey Haley, Academic Coach RES – David Gailer, Principal & Shea Wilson, Academic Coach FCMS – Lucy Floyd, Principal & Thesa 	<ul style="list-style-type: none"> Director/Project coordinator on all matters pertaining to the grant at the school level Convenes School Literacy Team to discuss grant implementation and evaluation, study and analyze data Supervise and monitor evidence based literacy instruction in all classrooms 	Dr. Ruth O’Dell, Superintendent Cyndee Phillips, Assistant Superintendent for TLSS

	Beatenbough, Academic Coach <ul style="list-style-type: none"> • FCHS – Brad Roberts, Principal & Tracy Hendrix, Academic Coach 		
Professional Learning	<ul style="list-style-type: none"> • Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley) 	<ul style="list-style-type: none"> • PL team will coordinate and schedule professional learning activities per the grant proposal • Track PLUs (attendance sheets, evaluations, implementation of strategies) 	Cyndee Phillips, Assistant Superintendent for TLSS
Technology Coordination	<ul style="list-style-type: none"> • Andrew Fowler, Director of Technology • Cyndee Phillips, Assistant Superintendent for TLSS 	<ul style="list-style-type: none"> • District coordination of technology services and technical assistance for implementation of grant initiatives (SRI, DIBELS Next) 	Cyndee Phillips, Assistant Superintendent for TLSS
Assessment Coordination	<ul style="list-style-type: none"> • Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley) 	<ul style="list-style-type: none"> • Identify, purchase, and implement both formative assessments and summative assessments per the approved grant guidelines • Schedules and monitors assessments 	Cyndee Phillips, Assistant Superintendent for TLSS

Understanding of Grant Personnel Regarding Goals, Objectives, and Implementation Plan:

The personnel listed in the chart above have been active participants in the development of the grant from its initial intent to apply. The process of writing the grant has been a district and

school initiative, utilizing the PLC process to guide the School-Based Literacy Teams to develop the goals and objectives of the grant through a collaborative process. Coordination to ensure the district's strategic plan and goals was provided by the leadership of the principals, academic coach team, and district personnel. There was a concerted effort to ensure alignment of the grant initiatives to the district's strategic plan.

Processes are currently in place to guide the management of the grant's initiatives, including fiscal responsibility, sound assessment implementation/monitoring, and fidelity to the K-12 Literacy Plan, developed in collaboration with School-Based and District Literacy Teams. The process provides transparency and accountability for the district employees, the school board, and the citizens of Franklin County.

Experience of the Applicant:

The FCSS has a history of sound fiscal management. The Georgia Department of Audits conducts a system audit each year and our district does not have any findings.

Audit Table

Fiscal Year	Project Title	Funded Amount	Audit Findings
2011	Special Ed-Preschool (CFDA #84.173)	\$41,434.50	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	\$ 789,857.14	No Findings
	Education Job Fund (CFDA# 84.410)	\$ 778,374.00	No Findings
	Title I-A, ARRA (CFDA#84.389)	\$ 121,614.30	No Findings
	Title I-A Improving Acad. Ach. (CFDA#84.010)	\$1,230,467.80	No Findings
2012	Child Nutrition Cluster (CFDA 10.553, 10.555)		No Findings
2013	Special Ed-Preschool (CFDA #84.173)	\$47,253.34	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	\$ 924,533.01	No Findings

Capacity for Financial Management:

As evidenced by past audit results and federal cross-functional monitoring, FCSS has an effective and efficient internal controls system for financial stability. The system has a finance director, payroll clerk, accounts payable/receivable clerk, and an additional clerk who balances the checking accounts. The finance department is responsible for ensuring all expenditures are appropriate and within the program guidelines as budgeted. Prior approval through a requisition/purchase order system is required for purchases, and must fall within the spending guidelines of the program for approval of the grant manager and finance director. The superintendent reviews the monthly budget reports and signs off on the grants accounting.

Sustainability of Past Initiatives:

The system has been successful in sustaining several major grants. We received the following federal program grants:

FRANKLIN COUNTY SCHOOL SYSTEM		
GRANT FUNDS RECEIVED		
	(Title IV-B) 21st Century Grant	(Title I-B1) Reading First Grant
FY2004	\$-	\$665,469.37
FY2005	\$-	\$664,360.00
FY2006	\$-	\$756,759.00
FY2007	\$-	\$589,876.00
FY2008	\$-	\$-
FY2009	\$328,092.54	\$-
FY2010	\$206,594.43	\$-

FY2011	\$236,930.80	\$-
TOTALS	<u>\$771,617.77</u>	<u>\$2,676,464.37</u>

Past initiatives continue to influence current and future district-wide initiatives. For example, the Reading First Grant (2004 – 2007) provided us with the basic literacy plan for K-3 teachers. Despite a downturn in the economy, we were able to sustain and add to our Academic Coach team (previous Literacy Coaches for K-3). We now have academic coaches at all levels. Teachers have and will continue to benefit from the job-embedded professional learning provided by this team. The additional support provided by the 21st Century After School Grant to struggling students in our district continued through our Project DELTA (District Extended Learning Time Assistance) program. We utilized local and federal Title VI-B funds to continue to provide after school tutoring and added within the school day additional tutoring for struggling students. These are just samples of the types of forward thinking and fidelity to implementation and sustainably of grant initiatives.

Internally Funded Initiatives:

The FCSS has been successful in the implementation of several local initiatives. The citizens of the county have entrusted us with the management of four ESPLOSTS, totaling about \$80 million dollars over the past twelve years. In addition, the district has locally funded many initiatives through the tax base, including the Renaissance Learning Suite (STAR Reading, STAR Math, STAR Early Literacy, and Accelerated Reader), Study Island, GRASP, and Grad Point. The district also focuses on the professional learning community through implementation of the Franklin County Classroom Model for Standards Based Instruction by continuously monitoring assessment for learning strategies and how to emphasize the important “work” of our school district. This resulted in professional learning through Solution Tree, Lucy Calkins Units of Study for Writer’s Workshop, and Georgia Leadership Institute for School Improvement (GLISI).

School Narrative

Lavonia Elementary School is a rural school in Northeast Georgia comprised of 571 students. Of the 571 students, 48% (275) of the students are female, 52% (296) are male, 72% of students are economically disadvantaged, and 13.5% of students are special education students. The ethnic makeup of Lavonia Elementary School is as follows:

- .17% (1) - American Indian
- .7% (4) - Asian
- 16% (91) - African American
- 11% (63) - Hispanic
- 6.5% (37) - Bi-racial
- 65.7% (375) - White

Lavonia Elementary operates from a standpoint of shared governance with the School Improvement Team (SIT) and School Leadership Team (SLT) at the helm. The SIT is vital in analyzing data and framing goals for school improvement. The SLT is vital in the planning and implementation of initiatives that accomplish the goals framed by the SIT. These two teams collaborate and work hand in hand on all things that impact teaching and learning such as professional learning plans, data analysis, curriculum, instructional strategies, and collaborative protocols. The leaders from both teams conduct grade level meetings to communicate and collaborate with their grade level teams on all initiatives. Membership on the SIT is by election and is voted on by LES colleagues, and membership to the SLT is appointed by the principal and is based on characteristics of professionalism, enthusiasm, leadership ability, and commitment level. The SIT and SLT both meet on a monthly basis. The SIT is chaired by the principal and is comprised of a member from each grade level, a representative from support personnel, the academic coach, and the assistant principal. The SLT is chaired by the assistant principal and is comprised of a member from each grade level, a representative from support personnel, and the academic coach.

Past and Current Instructional Initiatives

Lavonia Elementary School has a history of demonstrating a strong commitment to professional learning over the past 15 years. Some Lavonia Elementary teachers have participated in Learning Focused Strategies training. Many of our teachers have received a significant amount of primary reading training through participation in the Reading First grant. However, we have hired a significant number of new teachers after the grant was completed, so those teachers have not had the training. Some teachers in the upper grades have not been exposed to this level of reading training. Most LES teachers have also participated in three years of professional learning around Assessment for Learning strategies.

Following the SIT summer data analysis and goal setting, LES selected to focus on writing strategies for a period of three years. Also identified as an area of focus is the integration of technology into instruction as well as increasing student attendance.

Professional Learning Needs

Over the past several years, funding for professional learning has been cut significantly. Opportunities for off campus professional learning for teachers are limited. Therefore, professional learning has been developed and delivered by the academic coach at LES. Based on the professional learning needs identified in the Needs Assessment, Concerns and Root Cause Analysis, a professional learning plan has been created to target Lavonia Elementary School’s goals and objectives as outlined in the LES literacy plan and project plan. Evidence of adequate professional learning is noted during the end of the year System Professional Learning surveys.

Need for a Striving Readers Project

Current cuts in federal funding have limited the number of resources and amount of time for professional learning that we have been able to provide our teachers in the past. In addition, our local rural economy has been in a recession, which has caused community-funding sources to also be at an all time low. We have continued to strive to build a foundation that will allow our students to walk across the graduation stage at the Franklin County High School. We also desire to have our students achieve success as college and career ready students. Securing funding and support through the Striving Readers Comprehensive Literacy grant would allow our school the opportunity to continue to advance our students “to access, use, and produce multiple forms of media information and knowledge in all content areas at all grade levels. (The Why, p.31) This is vital to the planning that the literacy team at LES has engaged in as an effort to create a comprehensive literacy plan that will allow us to accomplish our goals.

Needs Assessment, Concerns, and Root Cause Analysis

Introduction

The Georgia Literacy Task Force defines literacy as “the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following: communicate effectively with others, think and respond critically in a variety of settings to a myriad of print and non-print text, and access, use, and produce multiple forms of media, information, and knowledge in all content areas.” Research shows that “teachers possess the greatest capacity to positively affect student achievement” (Greenwald, Hedges, and Lane, 1996).

Description of Needs Assessment Process

Lavonia Elementary School is continuously identifying the needs of students and staff by examining test data and surveying teachers to determine professional learning needs. In June of 2014, our School Improvement Team (SIT) that includes various content, grade level, and special education teachers, academic coach, and administrators analyzed CRCT, STAR, and Lexile data across content and grade levels. Writing scores, attendance, and discipline data were also reviewed. LES data was used to develop the 2014-15 School Improvement Plan (SIP). The SIT meets once a month to monitor the impact of teaching and student learning through our SIP.

Our Literacy Team was formed in September to address all aspects of literacy in our school. The team was given the task of developing a School Literacy Plan to address literacy needs in our school. We recently administered the Survey of Literacy Instruction for Elementary Teachers and the Georgia Literacy Plan Needs Assessment for Literacy to our teachers to establish an understanding of current literacy practices and to identify areas of concern. Respondents represented grades K-5 and each core subject, including ELA, Reading, Writing, Math, Science, and Social Studies, as well as Special Education teachers. Parents and students were given a similar survey in conjunction with our SACS re-accreditation process that was administered online and was designed to determine how teachers, parents, and students feel about current practices and instruction at LES and to determine additional needs.

Survey Results

Approximately 91.9% of LES’s 38 faculty members responded to the survey. The survey window was open for ten days. This information will serve as a bridge for better communication between LES and our district on the current areas of success and concern. We have determined three areas of concern for LES: 1) literacy across the curriculum, 2) tier 1 data analysis, and 3) no consistent, systematic core program in the primary grades. Our literacy team identified items on the needs assessment that received the highest percent of “emergent” or “not addressed” ratings within each building block, analyzed the results for areas of concern by and across grade levels, and then identified possible

root causes. The chart below is a summary of the areas of concern and possible root causes for each building block.

Building Block	Area of Concern	Level of Implementation	Root Causes
1. Engaged Leadership	<ul style="list-style-type: none"> (B) A literacy leadership team organized by the administrator or other leaders in the community is active. 	Emergent	<p>A literacy team has been organized but does not currently include all stakeholders.</p> <p>A shared literacy vision is not in place.</p> <p>Lack of strategies, resources, and professional learning for literacy instruction.</p> <p>(“The What” p.5)</p>
	<ul style="list-style-type: none"> (D) A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards. 	Not Addressed	<p>PL in disciplinary literacy is not in the current plan.</p> <p>A literacy checklist is not being used to ensure literacy across content areas.</p> <p>(“The What” p. 6)</p>
	<ul style="list-style-type: none"> (E) Literacy instruction is optimized in all content areas 	Emergent	<p>Few teachers are incorporating literacy instruction consistently.</p> <p>Only one or less components of literacy are included in content area literacy instruction.</p>
	<ul style="list-style-type: none"> (F) The community at large supports schools and teachers in the development of college-and-career ready students as articulated in the 	Not Addressed	<p>No process is in place to include the community in developing and achieving literacy goals.</p> <p>A limited number of learning supports exist in</p>

	Common Core Georgia Performance Standards.		the community. Social media is not being used to communicate or promote literacy goals. ("The What" p.7)
2. Continuity of Instruction	<ul style="list-style-type: none"> (A) Active collaborative school teams ensure a consistent literacy focus across the curriculum. 	Not Addressed	Time is scheduled for collaboration, but it is not being used to address instructional literacy needs across the curriculum. PLC components are not all understood or in place.
	<ul style="list-style-type: none"> (B) Teachers provide literacy instruction across the curriculum. 	Not Addressed	Reading teachers (K-5) are not using a systematic, comprehensive core program. Teachers have noted deficiencies in phonics instruction. ("The What" p.7)
	<ul style="list-style-type: none"> (C) Out-of-school agencies and organizations collaborate to support literacy within the community. 	Emergent	Some organizations are in place, but avenues of communication are limited and technology is not used to creatively and effectively support engagement. ("The What" p.8)
3. Ongoing Formative and Summative Assessments	<ul style="list-style-type: none"> (B) A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to 	Emergent	Instructional levels of students are screened and progress monitored, but commonly shared mid-course assessments are not being used. The technology is not adequate to support administration and

	<p>evaluate the effectiveness of the instruction.</p>		<p>storage of assessments or dissemination of results.</p> <p>Formative and summative assessments are seldom used to evaluate the effectiveness of instruction.</p> <p>(“The What” p.8)</p>
	<ul style="list-style-type: none"> (D) Summative data is used to make programming decisions as well as to monitor individual student progress. 	Not Addressed	<p>LES SIT meets to disaggregate data, but summative data is not used to make programming decisions.</p> <p>Data is disaggregated based on subgroups at the end of a school year, but this is not done to ensure progress of subgroups on a regular basis.</p>
	<ul style="list-style-type: none"> (E) A clearly articulated strategy for using data to improve teaching and learning is followed. 	Not Addressed	<p>A data analysis strategy/ protocol has not been developed to improve teaching and learning.</p> <p>There is no formal procedure or time allotted for staff to review, analyze, and disseminate assessment results to improve teaching.</p> <p>(“The What” p. 9)</p>
4. Best Practices in Literacy Instruction	<ul style="list-style-type: none"> (A) All students receive direct, explicit instruction in reading (K-8) “core program” 	Not Addressed	<p>A direct, explicit core program is not in place. Units are created using the GaDOE Framework.</p> <p>Faculty is participating in professional learning, but learning is not focused on explicit instruction in reading.</p>

	<ul style="list-style-type: none"> (B) All students receive effective writing instruction across the curriculum. 	Emergent	<p>A plan for instruction in writing across the curriculum is taking form but is not complete.</p> <p>Some technology is available but is not currently being used by students to produce, publish, or communicate.</p>
	<ul style="list-style-type: none"> (D) Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school. 	Not Addressed	<p>Students have limited access to books that are considered engaging.</p>
5. System of Tiered Intervention (RTI) for All Students	<ul style="list-style-type: none"> (B) Tier I instruction based on CCGPS in grades K-12 is provided to all students in all classrooms. 	Emergent	<p>Literacy instruction is not assessed using the Literacy Instruction Checklist.</p> <p>Professional learning in writing is in place, but that does not include learning in fluency, vocabulary, or comprehension.</p> <p>(“The What” p.11)</p>
	<ul style="list-style-type: none"> (D) Tier 3 Student Support Team (SST) and Data Team monitor progress jointly. 	Emergent	<p>Interventions are not delivered at a 1:1 – 1:3 ratio.</p> <p>Fidelity checklists have been developed but are not used as part of the observation process.</p> <p>(“The What” p.12)</p>
6. Improved Instruction through Professional Learning	<ul style="list-style-type: none"> (B) In-Service personnel participate in ongoing professional learning in all aspects of literacy instruction. 	Emergent	<p>Time is protected for most teachers to learn professionally but has not been provided in all aspects of literacy instruction.</p>

	including disciplinary literacy in the content areas.		(“The What” p.12)
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Areas of Concern

The following are steps LES has taken to address concerns:

- Organized a literacy team
- Universal screener (STAR)
- Weekly collaboration in grade levels with all content areas participating
- Weekly RTI meetings
- PL on Lucy Calkin’s Writer’s Workshop
- Provided training on using STAR data to make decisions about interventions and on all interventions

The following are steps LES has not taken to address concerns:

- Not enough time devoted to literacy instruction in all content areas
- Various levels of text available, but are not used consistently
- Not enough self-selected content reading materials
- Not enough time for true collaboration
- Existing Media Committee has been created to determine ways of engaging students, but no formal guidelines have been established
- Tier 1 data analysis protocols not established (common assessments, benchmarks, etc.)

The following are steps LES is proposing to address concerns:

- Provide specific professional learning on literacy instruction, disciplinary literacy, and writing across the curriculum
- Refine schedule to maximize instructional time (and collaboration time)
- Purchase needed materials and resources
- Provide professional learning on the materials and resources purchased
- Create, implement, and monitor a data analysis protocol
- Incorporate community and government leaders, parents, pre-school and day care representatives, as well as representatives from a local college as members of our school literacy team.

Building Block 1. Engaged Leadership

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

As defined by The Georgia Literacy Task Force, “literacy is the ability to read, write, listen, speak, and view in order to communicate effectively with others” (Georgia Literacy Plan, The Why, p. 31). Leadership by administrators is the key component in any aspect of literacy reform (The Why, p. 157). Lavonia Elementary School’s administration demonstrates dedication in providing teachers and staff with professional development, collaborative planning time, and resources needed for effective literacy instruction in all content areas. It is apparent our leaders are supporting students during their educational journey to become self-sustaining, lifelong learners and contributors to their communities.

Current Programs/Initiatives Implemented:

- Participating in Lucy Calkins Writers’ Workshop training
- Administrators completed formative instructional practices DOE modules
- Strive to stay current on best practices through subscriptions to professional journals
- Time is provided for job-embedded professional learning on a weekly basis (The How, p. 20)

How we plan to move forward:

- More strategic planning regarding observations taking place within the literacy block
- Protect time for professional learning that focuses on literacy and disciplinary literacy
- Ensure excellence in professional learning by continuously analyzing data and adjusting professional learning according to data (The How, p. 20).

B. Action: Organize a Literacy Leadership Team

“Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students’ skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area (The Why, p. 26).” Based on the Survey of Literacy Instruction for Elementary Teachers, the newly formed Lavonia Elementary School Literacy Team feels as though we are in the “emergent” phase of literacy development. Our literacy team consists of certified faculty members with various strengths in literacy and literacy instruction (The What, p. 5). Three members of the team hold educational specialist degrees, three members have reading endorsements, one member has a gifted endorsement, a media specialist and an academic coach, and all members have extensive training in differentiated instruction. “ALL stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy (The Why, p. 31).” Our literacy team will begin to identify stakeholders and partners, consisting of representatives from daycares, preschools, middle school, and higher education facilities, as well as community leaders, government leaders, and parents.

Current Programs/Initiatives Implemented:

- Formed a literacy team (The What, p. 5).
- Analyzed summative/formative and survey data to determine the literacy needs of our students.
- Investigated instructional strategies and practices in promoting literacy.

How we plan to move forward:

- Identify stakeholders and partners to be part of the literacy team - representatives from within the feeder pattern, community leaders, and parents (The How, p. 21).
- Create a community and school shared vision and common understanding of literacy.
- Obtain training on the use of the Literacy Instruction Observation Checklist and use in conjunction with current TKES observations.
- Establish and protect collaborative time for consistent literacy team meetings to focus on the vision, understanding, and strategy and resources for literacy instruction.
- Establish within the literacy team a role committed to communication between the team and all stakeholders.

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

Teachers at Lavonia Elementary School are provided with sufficient time for data analysis and collaborative decision making. Personnel and time are maximized through efficient scheduling at the beginning of the school year by administration. Students receive a minimum of 90-120 minutes of literacy instruction in grades K-3 and 2 to 4 hours of literacy instruction in upper grades. “The need for extended time for literacy has been viewed as essential by numerous sources (The Why, p. 58).” Students also receive extended differentiated literacy instruction based on their level of achievement. Teachers are allotted time for collaborative planning once a week, and meet with the academic coach for professional development for literacy weekly.

Current Programs/Initiatives Implemented:

- There is a protected and dedicated block of a minimum of 90-120 minutes in all grade levels (The What, p. 5).
- Intervention times are established and provided for all grade levels (The What, p. 6).
- Protected collaborative planning time is allotted for all grade level teams.
- Extra planning days are given as funds allow.

How we plan to move forward:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times (The How, p. 22)
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time (The How, p. 23)
- Ensure that literacy team contains a vertical alignment
- Provide and protect time for collaboration between support personnel and grade level team

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.

“With the Common Core State Standards, teachers in all subjects must now share the responsibility for teaching literacy in all content areas” (Catapult Learning). Disciplinary literacy is defined as reading, writing, listening, speaking, and viewing to think and respond critically in a variety of complex settings (The Why, p. 31). According to our Georgia Literacy Needs Assessment, Lavonia Elementary School has not had high quality professional learning opportunities for implementing disciplinary literacy.

Current Programs/Initiatives Implemented:

- Some grade levels are planning collaboratively in order to incorporate literacy strategies across the curriculum.

How we plan to move forward:

- Evaluate current practices using the Literacy Instruction Checklist (The How, p. 24).
- Plan for and provide professional learning on literacy strategies and deep content knowledge (The How, p. 24).
- Research and study current trends on disciplinary literacy in the content areas (The How, p. 25)

E. Action: Optimize literacy instruction across all content areas

Integrating strategic literacy instruction into all curriculum areas results in higher high school graduation rates, improved standardized achievement scores, improved workforce readiness skills, and stronger educational leaders (The Why, p. 32). During the protected literacy block students receive direct and guided literacy instruction. In other content areas, the focus is mainly on academic vocabulary. Content area instruction must include the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation (The Why, pp. 26-27).

Current Programs/Initiatives Implemented:

- Informational text is currently incorporated in content areas.
- Writing is incorporated on a daily basis (The What, p. 6)
- Core text selections are based on text complexity that is appropriate to each grade level.

How we plan to move forward:

- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (The How, p. 26)
- Teachers will receive training on selecting the appropriate text complexity to meet the needs of individual learners.
- Teachers will participate in professional learning in and provide opportunities for writing opinion, informative/explanatory, and narrative in the content areas (The How, p. 27).

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

<p>Georgia Performance Standards.</p>
<p>During a tour of local businesses, members of Lavonia Elementary School were made aware of the fact that employees showed deficits specifically in writing and communicating. People who can not write and communicate clearly mostly likely will not be hired (The Why, p. 28). According to the National Commission on Writing demands in the workplace for clear concise communication, especially in writing, are increasing (The Why, p. 27). It is to the benefit of the community to support the development of students’ needs that promote readiness for college and careers.</p> <p>Current Programs/Initiatives Implemented:</p> <ul style="list-style-type: none">• Teachers make visits to community businesses and colleges in order to better understand the skills needed to be college and career ready .• Academic successes are celebrated through the use of social media and within the building (The What, p. 7). <p>How we plan to move forward:</p> <ul style="list-style-type: none">• Research and identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (The How, p. 28)• Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students (The How, p. 28)• Literacy Team will include a designated person(s) to communication and will utilize social media as one avenue of that communication.
<p>Building Block 2: Continuity of Instruction</p>
<p>A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)</p>
<p>CCGPS insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school (The Why, p. 27). Teachers currently do not have a scheduled cross curricular collaborative planning time. There is a designated forty-five minutes of planning time currently in place for collaborative planning, Tier meetings, and professional development with the academic coach. Resources are limited in developing teacher understanding to ensure that a consistent literacy focus is taking place across the curriculum.</p> <p>Current Programs/Initiatives Implemented:</p>

- Team roles, protocols, and expectations are clearly articulated (The What, p. 7).
- Time is provided for protected collaboration within the schedule.
- Specific, measurable student achievement goals aligned with grade-level expectations are identified through our SIT and shared by teachers in all subject areas.

How we plan to move forward:

- Establish an expectation of shared responsibility for literacy across the curriculum (The How, p. 29)
- Protocols will be developed and used for team meetings that align with the components of a PLC model.
- Protocols for collaborative examination of student data/work will be created, implemented, and evaluated.

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

As stated in The “Why” document, Georgia’s mission is to develop students’ literacy skills in reading comprehension and writing productivity in multiple contexts (The Why, p. 30). Teachers must support each other in providing literacy instruction across areas, such as math, science, social studies, college and career readiness, language arts, fine arts, physical education, and health (The Why, p. 26). Teachers do not have access to any type of core programs. We are currently writing units using the DOE frameworks supplemental units as a guide.

Current Programs/Initiatives Implemented:

- Teachers collaborate regarding the planning of common units based around the DOE frameworks.

How we plan to move forward:

- Study and use research-based strategies, appropriate resources, and the use of rubrics to support student learning and instruction of the CCGPS (The How, p. 31).
- Research and implement a systematic and explicit core reading program.
- Incorporate the use of release time to observe other teachers as well as recording instruction to observe the implementation of literacy strategies by colleagues.
- Receive training on and implement the Lucy Calkins Writing Assessment System.
- Provide teachers with training on the use of technology in literacy and secure more technology for classrooms in order to expose students to a variety of written material.

- Collaboration between content area teachers and computer, art, music, and physical education teachers to supplement the CCGPS.
- Require writing to be part of every class every day, using technology when possible (The How, p. 31).

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

“Collaboration between schools and out-of-school agencies or community literacy programs create an alliance that fosters relevance in instruction (The Why, p. 51).”
“New technologies and new job tasks have changed the meaning of what it means to write and write well. The new mandate for schools is simple: be relevant to students while giving them the latest skills to compete globally (The Why, p. 57-58).” Businesses and organizations in the community currently support teachers and students at LES. True collaboration between out-of-school agencies and the school is not taking place. Collaboration should be taking place to meet the six major goals of Georgia DOE Strategic Plan.

Current Programs/Initiatives Implemented:

- A community literacy foundation exists for birth through age 5.
- An after-school community program, The Learning Center, is active and communicates with individual teachers.
- School website is continually updated to support stakeholder engagement.
- 4-H Program
- Counselor collaborates with local churches/businesses to provide supplies and food for students.
- Our local library currently offers a summer reading program.

How we plan to move forward:

- Expand the Literacy Team to include community organizations and out of school agencies.
- Evaluate current use of an afterschool program; The Learning Center
- Form partnerships with community organizations and businesses to enhance literacy in all content areas and establish a means of continual communication between teachers and out-of-school providers (The How, p. 32)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments (The How, p. 32)
- Club meetings with businesses presenting information to enhance student understanding of how Common Core State Standards connect with real-world

jobs

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

“The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (The Why, p. 94-95).” LES prides itself in the manner in which we handle the scheduling of summative assessments. “Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing.” (The Why, p. 97)

Current Programs/Initiatives Implemented:

- STAR is used school-wide as a benchmark system as well as being used for progress monitoring (The What, p. 8).
- Students in grades 2-5 are given advanced screening measures to identify students who may be gifted.
- Diagnostics are used in the area of reading and teachers have been trained on those diagnostics to determine specific areas of need.
- Faculty has been trained in scientifically research based interventions.
- State and local assessment calendars have been established and are followed.

How we plan to move forward:

- Provide consistent expectations across classrooms and to teachers by identifying and developing common, curriculum-based assessments (formal, informal, and performance based) (The How, p.34)
- Research and train teachers on identifying high achieving students and providing differentiated instruction to meet their needs.
- Common grade level unit assessments will be developed.
- Common grade level/subject area pacing guides will be developed.
- Faculty will be trained on the use of Mastery Connect as a data analysis tool for common assessments to inform decisions to adjust expectations and instruction in all classrooms (The How, p.34).

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

Both summative and formative assessments are necessary for the implementation of effective reading and writing instruction (The Why, pg. 97). Formative and summative assessments (STAR reading and math) are administered three times per year. The results of this data are used to identify student areas of weakness and will determine interventions needed to provide effective needs-based instruction. Progress monitoring is used to assess the effectiveness of these interventions. Departmentalization in grades four and five hinder the effective analysis of these assessments because all teachers are not actively engaged in data analysis across the curriculum. Typically teachers focus on data from the individual content areas taught. Also, all of these assessments are geared more toward reading and math rather than science and social studies content. According to the “Why” document (p. 122), the Georgia Literacy Task Force strongly recommends the identification of a universal screener for all age and grade levels.

Current Programs/Initiatives Implemented:

- Some grade levels and content teachers are implementing screeners and progress monitoring with common assessments.
- All grade levels implement STAR as a universal screener and progress monitor Tier 2, 3, and 4 students with STAR (The What, p. 8).

How we plan to move forward:

- Faculty will be trained in the use of additional screening measures such as DIBELS and SRI.
- Training will be provided to the faculty on the development of common formative assessments and ways to analyze the data that is provided by these assessments.
- Faculty will receive training on using lexile measures to set goals and progress monitor.
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress) (The How, p. 36)
- Collect and analyze student data in teacher teams to develop and adjust instructional plans (The How, p. 36)

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

Students who are performing below grade level are identified by the universal screener currently being used at Lavonia Elementary School. The diagnostic component of the screener determines the level of intervention needed and helps the educator focus on types of interventions. Instructional planners also identify target areas where students need more intense intervention. Teachers use assessment data to plan for intervention instruction, ensuring maximum student success. This process is continued throughout the

year to assess grade level expectations. Data is continuously used to determine appropriate groupings for deeper levels of instruction.

Current Programs/Initiatives Implemented:

- Faculty is trained and uses the following diagnostic assessment tools if need is indicated by STAR screening:
 - phonics inventories
 - oral reading fluency baselines
 - instructional planning reports

How we plan to move forward:

- Provide training in other diagnostic tools such as:
 - Peabody Picture Vocabulary Test (vocabulary)
 - Gray Oral Reading Test (comprehension)
- Use technology to share relevant student progress data with families in an easily interpreted format and to inform district literacy team in a timely manner (The How, p. 37).

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

Summative assessments occur at the end of learning in an academic year or a learning segment (The Why, p. 97). Results from CRCT in grades 3, 4, and 5 are reviewed and analyzed to identify the proper placement of students in intervention. Benchmark test results for grades 1 and 2 are analyzed to identify necessary instructional adjustments for remediation and acceleration (The What, p. 9). Individual progress will be monitored by teachers using the State Longitudinal Data System. Teachers will be trained in Mastery Connect so that this tool is utilized to its fullest potential. This program will allow summative results to be reviewed and analyzed in a more efficient and timely manner. Common Assessments will be designed and implemented at the end of instructional units to assess student mastery of content.

Current Programs/Initiatives Implemented:

- School Improvement Team meets at the end of the year to formally analyze assessment results, but is limited to only SIT.
- Data is disaggregated to ensure growth and success in all subgroups (The What, p. 9).

How we plan to move forward:

- Faculty will be trained to disaggregate data through new tools within SLDS as well as Mastery Connect.
- Technology resources will be secured for use in administering online assessments and progress monitoring.
- Teacher teams will analyze data not only to make instructional decisions regarding student needs, but to inform their teaching and make decisions regarding best practice and programs (The How, p. 38).

E Action: Develop a clearly articulated strategy for using data to improve teaching and learning.

Teachers have access to data and follow the established protocol for making decisions in identifying students’ instructional needs. Lavonia Elementary teachers collaboratively meet to discuss data results, but these results are only in the areas of math and reading. Grades three through five use Study Island for reinforcing the content. Common assessments can be designed, but this tool is not used to its fullest potential. According to the “Why” document on page 95, multiple measures should be used as diagnostic and monitoring tools to plan for instruction. Data positively affects instruction. Stiggins states, “sound assessment practices permeate every classroom - that assessments are used to benefit pupils...This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning.” This being said, it is imperative that teachers at Lavonia Elementary School know how to obtain data that is necessary in making decisions about instruction. As a team, teachers need to meet and learn how to discuss common assessments, even if the team is departmentalized. This will help in all teachers knowing students’ weaknesses and strengths.

Current Programs/Initiatives Implemented:

- Mastery Connect has been introduced to teachers and support staff
- There is an expectation that data is used to group students and make instructional decisions.

How we plan to move forward:

- In-depth training will be provided for teachers and support staff in creating and administering common assessments as well as in analyzing the data obtained from those assessments within Mastery Connect.
- A protocol will be developed and implemented for the data collection and analysis (The How, p. 39)
- Release time for data analysis will be provided once per quarter for data analysis.

- Clear expectations and guidelines will be developed and provided (The How, p.39) for teachers regarding the use of data to assist in
 - pacing
 - identifying individual student needs and areas for acceleration
 - grade level areas of need
 - teacher strength and weaknesses
 - programming decisions
 - instructional strategies

Building Block 4. Best Practices in Literacy Instruction

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

“Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs. To be effective, such instruction must be embedded in the regular curriculum and address differences in their abilities to read, write, and communicate orally as strengths, not as deficits.” (The Why, p. 52)

LES does a good job of providing direct and explicit instruction for students at Tier 2, 3, and 4. Needs are determined through diagnostic assessments and direct instructional programs are then matched to those needs and used to close gaps in these students’ learning.

However, LES does not have a direct, explicit instructional core program that incorporates all dimensions of reading. As a result of this, LES has approximately 30% of our student population in Tiers 2 and 3. The Tier 1 instruction is not adequately meeting the needs of 70% of our students. “Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided.” (The Why, p. 65) Not only is Tier 1 instruction lacking in systematic phonics instruction, but also vocabulary instruction is a weakness as well. “Many of our children come to school lacking the vocabulary they will need for early academic success. Unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet even in the best early childhood programs.” (The Why, p. 63) It is our aim to improve both of these areas through adoption of a core program in the foundational grades.

Current Programs/Initiatives Implemented:

- Direct and explicit programs are implemented for students in Tiers 2, 3, and 4 (The What, p.9).
 - Walpole and McKenna

- Making Sense of Phonics
- QuickReads
- Comprehension Power Readers

How we plan to move forward:

- Faculty will be trained in collecting motivation and engagement inventories as a method of data for instructional decisions.
- The literacy team will research and identify a direct, explicit core program in phonics to increase foundational literacy skills.
- Training in the identified phonics program will be provided (The How, p. 40).
- The literacy team will research and identify a direct, explicit core program in the development of vocabulary acquisition
- Training in the identified vocabulary program will be provided.
- Plan for and provide professional learning on differentiated instructional options for literacy assignments (The How, p. 41).
- Share effective differentiated lessons and strategies in teacher team meetings (The How, p. 40)

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

LES has invested in resources and learning to improve Tier 1 writing instruction. We realize that “writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills.” (The Why, p.45) For this reason, we have committed financial resources to purchasing Lucy Calkins Units of Study. We have also committed to a minimum of three years of professional learning involving writing. Last year, all teachers participated in a vertical study of the writing standards and looked at the alignment K-8. Teachers also examined work samples that showed examples of these standards.

This school year, teachers are meeting once weekly to learn alongside the Academic Coach about the Units of Study in the writing program. LES also has a core team of teachers consisting of one per grade level K-5 who has attended Lucy Calkins training by a member of the Lucy Calkins Institute. Teachers are beginning to implement this in Tier 1 instruction.

The NCTE suggests that teachers employ multiple assessment measures to assess students’ development as writers. (NCTE, 2008, p. 5 - The Why, p. 44) This is an area that we have not approached as of yet. We need to provide training on assessment

measures that would allow our teachers access to valuable data in the area of writing, including training that would allow grade level teams to develop inter-rater reliability.

It will also be important for us to adopt intervention strategies that are going to be effective in meeting the needs of struggling writers. Teachers will also need training to determine how writing in the content areas reflect comprehension of the subject matter. A recent report, *Writing to Read*, has also documented the efficacy of writing to improve reading comprehension. (The Why, p. 45)

Current Programs/Initiatives Implemented:

- All grade levels have completed a year long study of the vertical alignment of the writing CCGPS and identification of evidence of these standards in student writing.
- All grade levels are currently involved in professional learning with Lucy Calkins Units of Study (The What, p. 10).

How we plan to move forward:

- All faculty will participate in training and implementation of the writing workshop model.
- All faculty will participate in training involving writing interventions (The How, p. 42).
- Research and develop a plan that details how technology resources will be used to allow students to use these resources in the editing and publishing of student writing (The How, p. 42).

C. Action: Extended time is provided for literacy instruction.

According to CIERA researchers, (The Why, p. 58), Taylor, et. al., found that the most effective elementary schools provided an average of 60 minutes a day of small group instruction with additional time for grade level instruction as well (The Why, p. 58). At LES all grade levels have a minimum of 60 minutes for small group instruction and 45 minutes for grade level core instruction.

When creating the schedule, reading, language arts, and reading intervention are always scheduled prior to other subjects in order to allot the needed time for basic reading instruction, remediation, and acceleration.

Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework.” (The Why, p. 58) While a great deal of time is allotted to basic reading instruction, we have not been

able to successfully schedule enough time or had enough training to effectively incorporate literacy throughout the content areas.

Current Programs/Initiatives Implemented:

- A protected 90-120 minute block is allotted for literacy instruction in all grade levels (The What, p. 10).
- Time for both whole group and small group differentiated instruction is provided as well as a separate intervention/acceleration time for literacy.

How we plan to more forward:

- Literacy team will be consulted to help create a master schedule that will allow for literacy to be more integrated into content areas.
- Training would be provided on best strategies to incorporate literacy instruction into content areas in a time efficient manor.

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

“Adolescents’ perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g., the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement (The Why, p. 52).” In other words, there is a connection between identifying and establishing learning goals with the idea of self-worth. Technology plays an important role in the aspect of timely feedback when it comes to meeting or working towards meeting an established goal. “Adolescents respond to the literacy demands of their subject area classes when they have appropriate background knowledge and strategies for reading a variety of texts. Effective instruction develops students’ abilities to comprehend, discuss, study, and write about multiple for of text by taking into account what they are capable of doing as everyday users of language and literacy (The Why, p. 52).”

Current Programs/Initiatives Implemented:

- Teachers provide scaffolding with background knowledge.
- Teachers have been trained in the use of AFL strategies and specific sessions addressed making learning authentic for students and demonstrating the relevance in what is being taught.

How we plan to more forward:

- Training will be provided to increase teachers understanding of lexiles and the importance of self-selected literature as a strategy for engagement (The How, p.

41).

- Engaging texts will be researched and identified and students will be offered access to interacting with text through technology (Kindles, online reading material, digital books, goal and lexile tracking programs).
- Training will be provided in the use of online tools that allow students to build their own literacy collections online.

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.)

Response to Intervention is a protocol of academic and behavioral interventions which is designed to provide effective assistance for all underperforming students. (The Why, p. 125) One key component of Georgia’s RTI process is that data teams serve as the driving force for instructional decision making in the building. (The Why, p. 126) Lavonia Elementary School uses the School Improvement Team (SIT) to analyze STAR data, which then informs the RTI process for Reading. We use STAR as a universal screener three times per year. Screeners are used at the beginning of the year and mid year to determine which students need to move into Tier 2 interventions. All students scoring below the 25th percentile enter into the Tier 2 process.

Currently we have the following percentages of students per grade level scoring below the 25th percentile:

Kindergarten 32%

First Grade 30%

Second Grade 28%

Third Grade 33%

Fourth Grade 27%

Fifth Grade 29%

We are lacking in data for writing and in a systematic process for measuring progress in writing. We would like to be able to implement a formalized process for the SIT to review data from writing screeners and progress monitoring in an effort to help inform RTI in the area of writing.

The only writing data that we currently have shows that 38% of our fifth grade students (13-14) did not meet writing standards on the Georgia Writing Test. In writing, resources and materials including training and planning time are needed. We need to identify and adopt a universal screener for writing, provide training on progress monitoring writing, and on intervening in writing. With no current detailed data in place, the SIT has been powerless to assist in creating a system of interventions for writing.

Current Programs/Initiatives Implemented:

(For reading only)

- Students below the 25th PR on STAR screening are identified and diagnostic assessments are administered to place them in specific intervention programs (The What, p. 11).
- Fidelity checklists for each intervention program have been created and administrators and coaches have been trained in the use of these checklists (The What, p. 11).
- Progress monitoring results are analyzed every 6 weeks and adjustments are made (The What, p. 11).

How we plan to more forward:

- Tier system guidance will be developed and implemented for writing.
- Training will be provided on the use of screening, formative, and diagnostic assessments in writing.
- Training will be provided on systems of intervention for writing (The How, p. 43).
- Specific protocols will be developed for the analysis of all Tier data with the SIT (The How, p. 43).

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

“A teacher’s ability to identify areas of need, to scaffold a student in reaching the expectation, and support new learning is vital to student success (The Why, p.126).” Grade level teams regularly analyze data and determine areas of weakness in Tier 1 instruction during collaboration time. “Data from formative assessments should guide immediate decision making on instructional next steps (The Why, p. 133).” “The standards are the foundation for the learning that occurs in each classroom for all students (The Why, p. 132).” Teachers are using the Frameworks provided by the DOE as a basis for creating standards based units of study supplemented with other resources to form the core of Tier 1 instruction.

Current Programs/Initiatives Implemented:

- Student data is examined to determine areas of weakness in CCGPS Tier 1 instruction (The What, p. 11).
- Literacy block contains Tier 1 whole group and small group differentiated instruction.

How we plan to move forward:

- Data will be used to make adjustments in Tier 1 instruction including decisions regarding pacing, effective strategies, and differentiation within small group instruction (The How, p. 44).
- Establish a protocol for determining gaps in Tier 1 instruction
- Training will be provided to teachers regarding the use of the Literacy Instruction Information Checklist (The How, p. 44).
- Administration will be trained in and will use the Literacy Instruction Observation Checklist to monitor Tier 1 literacy instruction.
- A more comprehensive screening tool such as DIBELS Next is needed to give more in depth information about student skills at each grade level (The How, p.44).

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

“A universal screening process should identify students requiring additional assessments and these assessments should ensure accurate identification of struggling students (The Why, p. 133).” While Lavonia Elementary School has a dedicated Tier 2 team who has been provided training, this training is limited to looking at STAR and a handful of diagnostic measures to determine next steps for students. Diagnostic assessments such as phonics inventories and oral reading fluency measures are given to pinpoint specific areas of need. Students who score below the 25th percentile are placed in Tier 2 and a plan is created consisting of a targeted area for improvement, a specific goal, a research based intervention that will be implemented 3 times weekly, and an appropriate progress monitoring method. These plans are carried out for 8 weeks and a determination of progress is made. At this point the grade level team can decide to either return the student to Tier 1, continue to carry out Tier 2 interventions, or to advance the student to Tier 3.

Current Tier 2 interventions are as follows:

Phonemic Awareness: Road to the Code, Scott Foresman Early Literacy

Phonics: RTI Menu, Walpole and McKenna, Making Sense of Phonics

Fluency: Timed Repeated Readings, Quick Reads

Vocabulary: Language for Learning

Comprehension: Comprehension Power Readers, Read, Pause, Retell, and Questioning Cards

“Teachers should use specific research based practices during interventions to address needs while keeping a focus on CCGPS, grade level expectations, and transfer of learning in the classroom (The Why, p. 126).” More research based interventions are

needed that will provide a more effective base for Tier 2 instruction and lower the amount of students who need to move to Tier 3.

Current Programs/Initiatives Implemented:

- Tier 2 team leaders have been established at each grade level and are trained on the process, data, interventions, and progress monitoring.
- Tier 2 handbook has been developed and shared with all grade levels.
- Intervention time for reading has been scheduled for all grade levels (The What, p. 12).

How we plan to move forward:

- Training will be provided in screening and progress monitoring measures other than STAR.
- Research and select additional diagnostic assessments.
- Provide sufficient resources and training to ensure that research based best practices and interventions are being used (The How, p. 45).

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

Interventions at Tier 3 are currently the same as the interventions provided at Tier 2. The difference is that the intensity is increased to providing the intervention daily for a minimum of 20-30 minutes. Currently, the assistant principal schedules and facilitates all Tier 3 meetings. Tier 3 meetings consist of the assistant principal serving as coordinator, the classroom teacher, the intervention teacher, and the parents. In order for a student to advance to Tier 3, they must have failed to meet their goal after 8 weeks of intervention, which is provided 20 minutes per day in a group no larger than 5-7, and progress monitoring must have been completed every two weeks yielding a minimum of 4 data points.

At Tier 3 the process is as follows:

- Parent notice for Tier 3 and parent background sent by school wide coordinator.
- Teacher completes Teacher Referral Checklist and submits to school wide coordinator.
- Meeting held to create a T3 plan.
 - _____ Intervention and Intensity identified
 - _____ Progress monitoring identified
 - _____ Measureable goal set and entered.
 - _____ Follow up date set.
- Six weeks of intensive intervention carried out and monitored.

- Follow up meeting held.
 - ___ Goal met? If yes, continue plan or return to T2.
 - If no, tweak plan – 6 additional weeks. New goal set.
- Implement, plan, and monitor.
- Meeting held to determine:
 - a. Return to T2
 - b. Continue T3
 - c. Refer for Evaluation
 - i. Hearing and Vision (Gathered by school wide coordinator)
 - ii. Initial Evaluation Checklist (Completed by school wide coordinator)
 - iii. Signed Consent (Gathered by school wide coordinator)

Full Evaluations will be conducted and eligibility meetings scheduled by school psychologist.

“Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and scan in sufficient time for data analysis and collaborative decision-making to occur.” (The Why, p. 96) Progress monitoring at both Tier 2 and Tier 3 currently rely on STAR which is the same as the universal screener making the identification of progress more limited in relation to a student’s specific weakness. Tier 3 teams are regularly monitoring Tier 3 data.

Current Programs/Initiatives Implemented:

- Building level T3 coordinator has been identified and T3 teams meet every 6 weeks to monitor progress.
- Training has been provided on Tier 3 process, data, interventions, and progress monitoring.
- Intervention time for reading has been scheduled for all grade levels (The What, p.12).

How we plan to move forward:

- Building level T3 coordinator will disseminate Tier 3 data to School Improvement Team for additional analysis.
- Building level T3 coordinator will receive training and support in using Tier data within a data team in order to make programming decisions.
- Data Team will identify a specific protocol for examining Tier data with the School Improvement Team.
- New Tier 3 interventions will be researched and purchased.

- Training on new Tier 3 interventions will be provided.
- New progress monitoring tools will be selected.
- Training on new progress monitoring tools will be provided.
- Specific protocols for examination at all Tiers need to be developed and time to do so set aside.
- Other progress monitoring methods are needed that would provide the data for improved decision making and would decrease our referrals to Tier 4.
- LES needs to expand the resources available for intervention and to provide the appropriate training for these interventions to be successful. (The How, p. 46)

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

Currently for a student to be staffed into SPED services at the Tier 4 level, the system psychologist conducts a full evaluation and holds an eligibility team meeting consisting of the parents, the Tier 3 coordinator, the regular education teacher, a special education teacher, the system special education director, and the system psychologist. A committee decision is made regarding eligibility. SPED teachers provide more support and smaller group instruction for these students and carry out and conduct progress monitoring on students on a weekly basis. Currently, there are no specified research based direct instruction programs for students with special needs available in reading. We seek to research and purchase explicit direct instruction materials to meet the needs of these students.

Currently all SPED teachers have limited access to outdated computers and one iPad per teacher. More technological devices are needed to serve the unique needs of this student population.

“Applying best practices strategies will impact all students. For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts.” (The Why, p. 132) Lavonia Elementary School has focused on the needs of SPED students and has devoted much time and energy to improving the learning of this population of students. Our ELL student population is growing quickly, and we are lacking the training and resources to be able to provide the same level of services to these students.

Current Programs/Initiatives Implemented:

- Students are scheduled to receive Tier 4 instruction in the LRE (The What, p.12).
- Administrators have been trained in the funding formulas affecting students in special programming (The What, p.13).

- SPED teachers are placed in the areas they are most highly qualified.
- SPED teachers participate in professional learning with the grade levels they work with.

How we plan to move forward:

- ESOL and gifted teachers will be provided professional learning opportunities pertaining to the grade levels that they are serving.
- ESOL teacher will be trained in research based methods of teaching that are most effective for ELL students.
- Students in Tier 4 will be matched with the most highly qualified teachers when creating class rosters (The How, p.47).
- Direct, explicit instruction programs will be researched and purchased for the use of SPED students.
- SPED teachers will receive training in these programs.
- Technology will be purchased for SPED students and classrooms.
- Training in the use of technology for special needs populations will be provided.

Building Block 6. Improved Instruction through Professional Learning

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

“The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy (The Why, p. 150).” Currently the Director of Field Experiences from Emmanuel College, located within Franklin County, meets with college students who have declared education as their field of study, places them in classrooms for observations and student teaching, and meets with supervising teachers to identify expectations of the teacher and the student. Franklin County has personnel at the district level that currently hold positions in the School of Education at Emmanuel College and serve as a bridge that ensures pre-service teachers are receiving adequate preparation for all the challenges of the classroom. “Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (The Why, p. 150).”

Current Programs/Initiatives Implemented:

- Administrators communicate with local college education representatives about revisions to reflect needs that districts report with new teachers (The What, p. 13).

- Pre-service teachers are accepted from colleges for both practicums and student teaching experiences.
- Practicum students and student teachers work with teachers to plan, develop, implement, and assess instruction according to CCGP.
- Practicum students and student teachers attend building-level meetings and professional learning with their supervising teacher.

How we plan to move forward:

- College representatives will be invited to be a part of the literacy team.
- The team will schedule to meet with a PSC representative once yearly to ensure that preservice teachers receive coursework in disciplinary literacy within content areas (The How, p. 48).
- Provide professional learning (as needed) for postsecondary faculty.

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

In the current times, students must have strong skills in all aspects of literacy. “This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students’ experience (The Why, pp. 140-141).” Building teacher capacity is at the center of our Franklin County Teaching Model because teachers are the ones that positively (or negatively) affect student achievement. “Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement, the crucial role of the GaDOE is to develop a comprehensive, professional learning system for educators.” (The Why, p. 141)

Current Programs/Initiatives Implemented:

- Grade level teams meet on a weekly basis to create, revise, and edit unit plans and assessments, and analyze data as a result of common assessments (The How, p. 48).
- Teachers participate in weekly professional learning based on the goals of our School Improvement Plan (The What, p. 13).
- An instructional coach is on site full-time to provide support to administrators, faculty, and staff (The What, p. 13).
- Current professional learning includes but is not limited to: Lucy Calkins Writer’s Workshop, Mastery Connect, Number Talks, reading and writing across the

curriculum (as a result of student performance on summative assessments and teacher surveys, *The How*, p. 48).

- Walkthroughs and classroom observations include detailed feedback for new teachers.
- Mentors are assigned to all new teachers
- New teachers team meets with academic coach monthly

How we plan to move forward:

- Study and implement the use of the Literacy Instruction Observation Checklist (*The How*, p. 49).
- Create and use checklists directly tied to professional learning when conducting classroom walkthroughs and observations (*The How*, p. 49).
- Differentiate professional learning based on the needs and desires of teachers by developing a list of online professional libraries that include research-based books, journals, magazines, videos, etc that are readily available for professional growth (*The How*, p. 49).
- New teachers will be offered training in any programs that faculty was trained in prior to their arrival.
- New teachers will be specifically assigned professional learning opportunities through a variety of mediums (PD360, FIP, RESA) based on areas of need.

Analysis of Student/Teacher Data

Data on Students: LES data has been analyzed from various sources to identify strengths, weaknesses, and literacy needs of our students.

GKIDS

When studying the data from a longitudinal perspective, the percentage of ELA standards passed by LES Kindergartners over the last three years has steadily decreased as can be seen in Table 1 below. With an increase in expectations, slightly more than 25% of our kindergartners are not meeting standards, which is much higher than 14% of our students not meeting standards just three years ago. Due to the change from teaching writing to teaching writing in all three genres, one of our greatest areas of concern is writing. Increased focus is needed in the area of problem solving and creativity.

Table 1: GKIDS Data for 2012-2014

GKIDS ELA				
GPS	2011-12	CCGPS	2012-13	2013-14
Reading	86.2	Reading	80.4	74.4
Writing	77.3	Writing	72.0	70.1
Listening/Speaking/Viewing	93.6	Speaking/Listening	87.2	70.3
		Language	80.3	73.1
ELA Total	86.3	Total	79.7	73.1

CRCT

Over the past three years, LES has maintained a 90% or above passing rate in Reading and ELA. More specifically we have seen an increase in the passing rate in Reading. However, Science passing rates have steadily declined from 91% in 2012 to 81% passing in 2014. There are no trends to identify in Social Studies, but only 81% of students met or exceeded standards last year. Results from the CRCT indicate a need to increase the percentage of students meeting and exceeding in Science and Social Studies.

Table 2: 2013-14 CRCT Results

Reading		3 rd Grade	4 th Grade	5 th Grade	LES
	DNM	2%	2%	2%	2%
	Meets	62%	60%	67%	63%
	Exceeds	36%	25%	31%	35%
ELA		3 rd Grade	4 th Grade	5 th Grade	LES
	DNM	3%	7%	1%	4%
	Meets	66%	68%	66%	69%
	Exceeds	25%	25%	33%	28%
Math		3 rd Grade	4 th Grade	5 th Grade	LES
	DNM	11.4%	11.25%	12%	11%
	Meets	49.4%	51%	50%	50%

Lavonia Elementary School – Analysis of Student/Teacher Data

	Exceeds	39%	39%	39%	39%
Science		3rd Grade	4th Grade	5th Grade	LES
	DNM	21.4%	20%	15%	19%
	Meets	53%	45%	39%	46%
	Exceeds	25%	15%	47%	35%
Social Studies		3rd Grade	4th Grade	5th Grade	LES
	DNM	18%	30%	12%	19%
	Meets	72%	54%	63%	64%
	Exceeds	10%	17%	27%	17%

Disaggregated CRCT Performance

CRCT data was disaggregated based on subgroup performance on 2014 CRCT for ELA and Reading that lead us to identify several areas of concern. In ELA (Table 3.A), our SWD subgroup had a 15% failure rate in third grade and a 29% failure rate in fourth grade. Our Black subgroup had an 8% failure rate in third grade and a 13% failure rate in fourth grade. In Reading (Table 3.B), SWD subgroup had a 14% failure rate in fourth grade and Black subgroup had a 10% failure rate in fifth grade.

Table 3.A: 2014 ELA Data by Subgroups

2014 CRCT ELA												
	3 rd Grade			4 th Grade			5 th Grade					
	# of Students	DNM	MT	EX	# of Students	DNM	MT	EX	# of Students	DN M	MT	EX
All	100	2%	62%	36%	86	7%	68%	25%	86	1%	66%	33%
SWD	13	15%	85%	0%	14	29%	50%	21%	14	7%	79%	14%
ED	67	3%	81%	16%	63	8%	75%	17%	62	2%	71%	27%
Hispanic	14	0%	71%	29%	6	0%	83%	17%	8	0%	75%	25%
Black	12	8%	75%	17%	16	13%	81%	6%	10	0%	90%	10%
White	64	3%	69%	28%	62	5%	65%	30%	65	2%	60%	38%

Table 3.B: 2014 Reading Data by Subgroups

2014 CRCT Reading												
	3 rd Grade			4 th Grade			5 th Grade					
	# of Students	DNM	MT	EX	# of Students	DNM	MT	EX	# of Students	DNM	MT	EX
All	100	2%	63%	35%	86	2%	60%	37%	86	2%	67%	31%
SWD	10	0%	90%	10%	14	14%	71%	14%	12	0%	83%	17%
ED	66	1%	70%	29%	63	3%	67%	30%	62	3%	74%	22%
Hispanic	13	0%	69%	31%	6	0%	83%	17%	8	0%	75%	25%
Black	11	0%	91%	9%	16	0%	81%	19%	10	10%	80%	10%
White	65	3%	52%	45%	62	3%	52%	45%	64	2%	63%	35%

Writing Performance

From 2012-2014 there has been little to no consistent growth in our writing scores. The trending data is somewhat disturbing as the percentage of 5th graders did not meet expectations increased dramatically. There has been a steady decline in the number of

students meeting and exceeding on writing standards. Our district and specifically LES has a renewed focus on teaching writing and writing across the curriculum.

Table 4: 5th Grade Writing Test Data (2012-14)

	DNM	Meets	Exceeds
2012	26%	63%	11%
2013	27%	68%	5%
2014	38%	52%	9%

LES screener (STAR)

The *STAR Reading* assessment is given three times a year to ensure gains are made in individual student Instructional Reading Levels (IRL) and Grade Equivalency (GE). It has been identified that growth in first and second grade does not equal a year’s growth as expected. It was also noted from the screeners at the end of one year to the beginning of the next year showed a decline in scores between first/second grades and between fourth/fifth grades.

Table 5: STAR Reading Assessment (2013-14)

Grade	GE		IRL	
	PRE	POST	PRE	POST
1st	1.7	2.2	PP	1.7
2nd	2.0	2.7	1.2	2.5
3rd	2.8	4.1	2.7	3.7
4th	4.2	5.2	3.7	4.3
5th	5.1	6.1	4.1	5.1

Lexile Levels

While Lexile measures have recently been identified there has been no consistent focus due to lack of Lexile understanding. Improvement in Lexile levels is an area that needs to be addressed for LES students to be college and career ready.

Table 6.A: Lexile Data based on CCRPI Target (2012-14)

3rd Grade	2012-13		2013-14	
	< 650	> 650	< 650	> 650
	29%	71%	38%	62%
	Avg= 721		Avg= 692	
4th Grade	2012-13		2013-14	
	< 750	> 750	< 750	> 750
	29%	71%	29%	71%
	Avg= 838		Avg= 828	
5th Grade	2012-13		2013-14	
	< 850	> 850	< 850	> 850
	32%	68%	25%	75%
	Avg= 920		Avg= 930	

Data on Teachers

LES retains teachers committed to learning as evidenced by 69% of teachers holding advanced degrees.

Certificate Personnel Data				
Certificate Level	Level 7	Level 6	Level 5	Level 4
	1	16	12	13
Years Experience				
<1	1-10	11-20	21-30	>30
4	16	17	4	1

Goals and Objectives

Based on our 2013-14 data, the following goals and objectives were developed and are part of our District and School Improvement Plan.

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

- Professional Learning with Writing
- Rigorous Instruction at Tier 1
- Promoting rigor through acceleration

Strategic Goal 2: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

- Explore and implement school wide attendance initiatives
- Engage, embrace, and inform parents and stakeholders

Strategic Goal 3: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

- Establish a PLC master calendar
- Develop a common rubric for collaboration
- Develop and implement protocols for collaboration

Ongoing Professional Learning Communities

LES is working to create a culture of continuous, relevant, and ongoing professional learning. All teachers are required to participate in professional learning as it pertains to our school improvement plan on a weekly basis. Please refer back to Building Block 6- Professional Learning and Resources in the Literacy Plan.

Project Plan - Procedures, Goals, Objectives, and Support

LES is dedicated to increasing literacy achievement in students by focusing on our school improvement goals, targeted and differentiated professional learning, and using research based instructional strategies. Our school will implement the Striving Readers Literacy Grant by addressing the results of our student and teacher data analysis and from the needs assessment, concerns, and root cause analysis. The goals were created and aligned with documents in the Georgia Literacy Plan.

We currently use Title I, Title II, QBE, SPLOST to purchase educational resources, provide professional learning, employ paraprofessionals, academic coach, and three classroom teachers. Our goals will be funded with these same sources, as budget permits. With our current economic situation and without the assistance of the Striving Readers grant, we will not be able to fully embrace the potential for meeting our goals as presented in this project plan. It is our hope that the Striving Reader grant will allow us to supplement the existing LES budget, where permitted by federal regulations.

Current Instructional Schedule:

- Tier 1 K-5 students receive 90-120 minutes of on grade level instruction including reading and writing.
- Tier 2 and Tier 3 K-5 students - additional 30-45 minute block for Tier 2 and Tier 3 instruction through regular classroom teachers and an EIP teacher.
- On grade level K-5 students - additional 30-45 minute block for acceleration through regular classroom teachers. Gifted students are served with the gifted teacher during this time.
- Tier 4 - additional 30-45 minute block through special education teachers and an ELL teacher. This time is in addition to the time those students are served in co-teaching during the regular 90-120 minute block.

Support Personnel:

- Administrators (grant and school)
- Teachers (content, EIP, SWD, EL, Gifted)
- Academic Coach
- School Improvement Team
- School Leadership Team
- LES Literacy Team
- Media Specialist
- Paraprofessionals
- Counselor
- Technology Support Specialist

Goal 1: Effectively implement writing instruction across the curriculum.	
Objectives	<ul style="list-style-type: none"> • Improve implementation of Lucy Calkins: Writing Units of Study • Ensured daily literacy block (120-150 minutes) includes: explicit writing instruction, guided practice, and independent practice for all students • Provide more opportunities for students to write everyday in all content areas and classrooms • Provide professional learning on research based practices for writing instruction across the curriculum • Create and conduct balanced assessments to include constructed response and essays in all content areas with a protocol for administration/data analysis. • Research, develop, and implement interventions for writing • Provide access to 21st century technology resources for publishing and communicating through written expression
Evidence	<ul style="list-style-type: none"> • Focus walks using the Georgia Literacy Observation Checklist • Grade level and content area unit plans • Common formative/summative assessments • Rubrics created to assess writing • Professional learning calendar and sign-in sheets/reflections • Collaborative planning agendas and minutes • 5th Grade Georgia Milestones Assessments
Current Practices	<ul style="list-style-type: none"> • District initiative to write every day in every content area • PL on Lucy Calkins Units of Study Writers Workshop
Research based practices from “The What” and “The Why” documents	<ul style="list-style-type: none"> • Increased writing demands in schools and workplaces demand effective communication skills – the implementation of strong writing programs is crucial to a literacy initiative (The Why, p.45). • Continue PL on writing instruction and assessment • Create writing rubrics to evaluate common writing assessments • Increase writing technology and publishing opportunities

Goal 2: Effectively incorporate literacy instruction to enhance content knowledge and understanding in Science and Social Studies.	
Objectives	<ul style="list-style-type: none"> • Provide professional learning on disciplinary literacy instruction within the content areas (i.e. comprehension strategies, text complexity, thinking maps, academic vocabulary) • Research/adopt a systematic plan for teaching academic vocabulary • Create interdisciplinary, research-based, literacy units that

	<p>include common assessments to be analyzed to determine instructional areas of need</p> <ul style="list-style-type: none"> • Create a plan for remediation/acceleration in Science and Social Studies • Provide opportunities for students to interact with informational and media texts on a regular basis with meaningful experiences reading complex texts • Increase opportunities for students that require research, investigation, and presentation (technology)
Evidence	<ul style="list-style-type: none"> • Data analysis of common assessments • Classroom observations • Grade level and content area unit plans • Professional learning calendar and sign-in sheets/reflections • Georgia Milestones Assessment data • Collaborative planning agendas and minutes
Current Practices	<ul style="list-style-type: none"> • Cumulative and research projects are required in various grade levels for Science/Social Studies • <i>Study Island</i> used to reinforce CCGPS • Media Specialist provides training for students and teachers on informational and nonfiction resources
Research based practices from “The What” and “The Why” documents	<ul style="list-style-type: none"> • Teachers in all subjects must share the responsibility for teaching literacy in all content areas • Content area literacy instruction: advanced word study, vocabulary, comprehension, fluency, and motivation • Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area • Provide leveled texts that support content-based standards

Goal 3: Collect, analyze, and plan for appropriate instruction and intervention at all levels.	
Objectives	<ul style="list-style-type: none"> • Review strengths/weaknesses of current screening, diagnostic, and progress monitoring assessments and revise accordingly • Research, develop, and train teachers to use a data analysis protocol to effectively plan, implement, and monitor interventions and student progress • Review formative/summative data to evaluate the effectiveness of instruction • Provide opportunities for interaction with informational and media texts with meaningful experiences reading complex texts • Provide literacy book room with multiple models of texts aligned to CCGPS • Research/select a Lexile based reading program

	<ul style="list-style-type: none"> • Provide professional learning on Lexile levels • Provide professional learning on differentiation
Evidence	<ul style="list-style-type: none"> • DIBELS Next data/analysis • SRI data/analysis • RTI data/analysis • Common assessments data/analysis • Lexile scores • Grade level and content area unit plans • Unit/Common assessment revisions • Professional learning calendar and sign-in sheets/reflections • Collaborative planning agendas and minutes
Current Practices	<ul style="list-style-type: none"> • System assessment calendar • STAR/AR • Intervention times have been established • Collaborative planning time is protected for all grade level teams
Research based practices from “The What” and “The Why” documents	<ul style="list-style-type: none"> • The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment - promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools. • A calendar for assessments has been developed • Commonly shared mid-course assessments are used across classrooms to identify classrooms needing support

Goal 4: Implement a core program in the primary grades.	
Objectives	<ul style="list-style-type: none"> • Research and select a comprehensive core program • Provide professional learning on the core program • Fully implement the core program with fidelity
Evidence	<ul style="list-style-type: none"> • Purchase orders • Professional learning calendar and sign-in sheets/reflections • Collaborative planning agendas and minutes • Classroom observations
Current Practices	<ul style="list-style-type: none"> • GaDOE frameworks are used as a foundation for instruction • Various resources are used to supplement the Frameworks to meet the requirements of CCGPS
Research based practices from “The What” and “The Why” documents	<ul style="list-style-type: none"> • In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language. • There are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

	<ul style="list-style-type: none"> • Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills.
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<p>Goal 5: Literacy team will enlist the community at large to support schools and teachers in the development of College and Career Ready students as articulated in the CCGPS.</p>	
Objectives	<ul style="list-style-type: none"> • Expand the current literacy team to involve stakeholders and partners (i.e. parents, community organizations, out of school agencies, etc.) • Establish regular meetings as a means for communication between teachers and out of school providers • Invite business partners to present information to enhance student understanding of the relevance of CCGPS and real-world jobs • Utilize social media as an avenue to communicate with stakeholders
Evidence	<ul style="list-style-type: none"> • Calendar of meetings • Meeting agendas, minutes, and sign-in sheets • Social media postings, tweets, blogs, etc. • LES Literacy Plan
Current Practices	<ul style="list-style-type: none"> • Literacy team consists of one primary and one intermediate teacher, media specialist, academic coach, and administrators • Literacy practices have been assessed through surveys and rubrics • A plan has been created to enhance our focus on literacy
Research based practices from “The What” and “The Why” documents	<ul style="list-style-type: none"> • All stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy. • A shared literacy vision has been agreed upon by the school and community and is aligned with the state literacy plan.

Lavonia Elementary School – Project Plan

Sample schedule:

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
8:00-8:50 Reading Intervention R/E	8:00-9:00 Math CT/SI	8:00-9:50 Reading/ELA CT/SI	8:00-8:40 Math Intervention R/G/E	8:00-9:10 Math CT/SI	8:00-10:00 Reading/ELA CT/SI
8:55-9:45 CAMP	9:00-9:30 Math Intervention R/ELL	9:50 – 10:40 CAMP	8:40-9:40 Math CT/SI	9:10-9:40 Math Intervention R/G/E	10:00-11:10 Math CT/SI
9:45-10:30 Math SI/CT	9:30-11:00 Reading CT/SI	10:40-11:10 Lunch	9:40-11:20 Reading/ELA CT/SI	9:40-11:20 Reading /ELA CT/SI	11:10-11:50 Math Intervention R/G/E
10:30-11:00 Lunch	11:00-11:30 Lunch	11:10-12:20 Math CT/SI	11:20-11:50 Lunch	11:20-11:55 Reading Intervention R/G/E	11:20-11:50 Reading Intervention R/G/E
11:00-11:25 Recess	11:30-12:25 CAMP	12:20-12:50 Math Intervention R/E	11:50-12:20 Recess	11:55-12:25 Lunch	11:50-12:20 Reading/Math Differentiation
11:25-1:15 Reading CT/SI	12:25-1:15 Reading Intervention R/E	12:50-1:50 Science/SS	12:20-1:10 CAMP	12:25-1:25 Science/SS	12:30-1:00 Lunch
1:15 – 2:15 Math Intervention R/E	1:15 – 2:15 Science/SS	1:50-2:10 Recess	1:10-2:10 Science/SS	1:25-2:15 CAMP	1:00-1:30 Recess
2:15-2:35 Break Snack	2:15-2:30 Recess	2:10-3:00 Reading Intervention R/E	2:10-3:00 Reading Intervention R/G/E	2:15-2:45 Recess	1:30-2:30 Science/SS
2:35-3:20 Science/SS	2:30-3:20 Reading/Math Differentiation	3:00-3:20 Reading/Math Differentiation	3:20-3:20 Reading/Math Differentiation	2:45-3:20 Reading/Math Differentiation	2:30-3:20 CAMP

Assessment/Data Analysis Plan

LES utilizes ongoing formative and summative assessments to monitor student progress, guide instructional practices, determine necessary interventions, and adjust unit plans. Data is used to determine areas of strengths, weaknesses, and root causes that drive our school improvement process. LES not only administers state-mandated assessments, but also common assessments in content-specific areas at the end of a unit to be able to make informed decisions regarding instructional practices.

A. Detailed listing of the school’s current assessment protocol.

Assessment	Purpose	Skills	Frequency
STAR Early Literacy (K-1)	Screening, benchmarking, and progress monitoring (PM)	Alphabetic Principle, Concept of Word, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Comprehension	3 times a year PM biweekly for Tier II & III.
STAR Reading (1-5)	Screening, benchmarking, and progress monitoring	Comprehension, Vocabulary, Estimated Oral Reading Fluency, Instructional Reading Level	3 times a year PM biweekly for Tier II & III.
Phonics Inventory (K-1)	Screening and diagnostic	Phonemic Awareness, Phonics	Pre and Post test (ongoing PM-quarterly)
Sight Word - Fry (K-3)	Screening and benchmarking	Fluency	Quarterly
STAR Math (1-5)	Screening, benchmarking, and progress monitoring	Computation Fluency, National Math Standards,	3 times a year PM biweekly for Tier II & III.
Renaissance Accelerated Reader (K-5)	Progress monitoring of individual reading comprehension	Comprehension, Vocabulary	As needed on an individual basis
Common Assessments (K-5)	Mastery of CCGPS	Reading ELA Math Science Social Studies	Ongoing, as needed, and at the culmination of units
ACCESS for ELL	Screening	Language	Once annually
GKIDS	Benchmarking and performance of grade level CCGPS	ELA, Math, Approaches to Learning, and Personal/Social Development	Quarterly

Georgia Milestones Assessment System (3-5)	Mastery of CCGPS	Reading, ELA, Math, Science, Social Studies	Once annually
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B. Comparison of the current assessment protocol with the SRCL assessment plan.

LES’ assessment protocols partially align with the SRCL assessment plan. We currently use a universal screener and progress monitoring tool, however, they are not the same as required by the SR protocol. If an effort to align with the Striving Readers’ assessment plan, we will adopt the Scholastic Reading Inventory (SRI) and DIBELS Next. We will continue the use of the Informal Phonics Inventory and the upcoming Georgia Milestones Assessment System. We will use additional diagnostic assessments to support the analysis of screening results. This will help us determine problematic literacy skills so individual students may be placed in the appropriate intervention group to target specific weaknesses and deficiencies in specific skills.

C. A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.

Our assessment schedule will incorporate SRI and DIBELS Next, which will become our universal screener and progress monitoring tools. They will be administered according to the assessment plan for Striving Readers and will drive literacy instruction at LES. Administrators will approve and disseminate the master assessment schedule to faculty and staff as has been done in the past. The testing coordinator will send reminders to ensure that all assessments are administered according to the schedule.

D. A narrative detailing current assessment that might be discontinued as a result of the implementation of SRCL.

Several of our current assessments will be discontinued as a result of the implementation of SRCL. The STAR Early Literacy, Reading, and Math assessments will no longer be used for screening, benchmarking, or progress monitoring. Accelerated Reader (based on IRL) will no longer be used as the focus will shift to Lexiles. Other assessments may need to be revised or discontinued if we determine that they add no value to new tools incorporated with the grant.

E. A listing of professional learning needs for teachers to implement any new assessments.

The implementation of DIBELS Next and SRI will be high on the list of professional learning priorities. Ongoing professional learning for these assessments will include, but is not limited to, administering the assessment, disaggregating the data, using results to drive instruction, and differentiating instruction based on the needs of the students. A data analysis protocol will be created and used at all grade levels. Teachers will also be

trained on the implementation of any new interventions as they may be changed according the new assessments.

F. A brief narrative on how data is presented to parents and other stakeholders.

LES will continue to present data to parents through the use of progress reports, benchmark and progress monitoring reports, conferences, quarterly report cards, and required state testing results at the end of the year. Cumulative data will be shared with parents and stakeholders at school council meetings and parent nights.

G. A description of how the data will be used to develop instructional strategies as well as to determine materials and need.

After assessments have been administered, teachers will use the designed data analysis protocol for analyzing the results. Data analysis timelines will be set and teachers will adhere and report back their findings. Results from the Georgia Milestones Assessment System will be disaggregated and summarized and used to identify strengths and weaknesses for individuals and subgroups. Instructional goals for the school will be established based on weaknesses. To keep in accordance with a standards based classroom, common assessment data will also be analyzed immediately following the assessment. Collaborative planning time will be used to analyze data by standard and determine if there are areas that require re-teaching and/or remediation. DIBELS Next and SRI data will be reviewed and used to inform instruction and interventions.

H. A plan detailing who will perform the assessments and how the plan will be accomplished.

At LES, highly qualified classroom teachers will administer all state, district, school, and grade-level assessments. They will be trained on how to administer tests according to established protocols. Our RTI coordinator will be responsible for coordinating any assessments directly related to progress monitoring. LES' testing coordinator, assisted by the academic coach, will coordinate state assessments and district-level benchmark testing according to the established protocols.

Resources, Strategies, and Materials Including Technology to Support the Literacy Plan

A. Resources needed to implement the literacy plan, including those that foster student engagement.

- Core reading program for K-2
- Various levels of high quality, content-based books aligned with units of study (including eReaders and eBooks) to supplement existing classroom libraries, media center, and bookroom
- Research-based literacy instructional materials
- Research-based intervention materials and/or software
- Effective screening, progress monitoring, and diagnostic tools
- Literacy Instruction Observation Checklist
- Purchase of a Lexile based reading program
- Tablets/Apps/Mobile instructional technology to support engagement and literacy instruction
- Student response systems to support timely feedback and engagement
- Listening centers with current technology
- Interactive boards for unequipped classrooms
- Infrastructure to support technological needs
- Substitutes for release time and school day professional learning
- Stipends, travel expenses, fees, and professional learning materials
- Expert consultants
- Assistive Technology

B. Activities That Support Literacy Intervention Programs

Existing Activities:

- Protected time in the master schedule for intervention
- Use of screening, progress monitoring, and diagnostic tools
- Flexible grouping to meet the needs of all intervention students
- Protocol for RTI
- Parent communication

Proposed Activities

- Professional learning on DIBELS Next and SRI
- Professional learning on differentiated instruction
- Focus on vocabulary acquisition in all content areas
- Professional learning on data analysis protocol

C. Shared Resources Available

- Bookroom (leveled readers)
- Set of 15 kindles

- Two computer labs
- 1 Student Response System
- 3 Document Cameras
- 5 Digital Cameras
- 3 Video Cameras
- 2 Projectors
- 3 Televisions/DVD/VHS players on Carts
- Copy Machines
- Bandwith/WiFi Network
- Intervention Resources
- Media Specialist
- Technology Specialist
- Academic Coach
- Professional Learning Library

D. General Library Resources

The Lavonia Elementary Media Center houses a total collection of 17,741 items. This total includes print sources (books and periodicals), visual materials (DVDs and VHS tapes), non-music recordings (audiobooks), mixed materials (listening centers), and Realia (equipment). Our media center has 15 Kindles available for teacher checkout, along with other digital and media resources, such as globes, digital cameras, video cameras, document cameras, a Senteo system, one iPad, CD/Cassette players, DVD/VHS players, and TVs. Our average number of checkouts per day is 416. Because our school participates in the Accelerated Reader program many of our books are labeled with AR levels instead of with Lexile levels. Since Lexile measures are an area within the CCGPS that needs to be addressed, a concern is that not all books are labeled with Lexile levels within the collection.

Library Resources

- Nonfiction/Informational Collection – 4,025
- Biography – 920
- Collective Biography – 59
- ELA Core Texts – 1623
- Literature Circles – 1347
- Periodicals – 354
- Math Core Texts – 72
- Listening Centers and Audiobooks – 391
- Professional – 310
- Reference – 338
- Social Studies Core – 48
- Big Books – 119
- General Fiction – 2,746
- Easy – 4,008

- Read Alouds – 285
- Smart Board
- MacBook Pro (used exclusively with the Smart Board)
- Document Camera (used exclusively with the Smart Board)
- 10 Student Computers
- 3 Circulation Desk Computers
- 2 Printers (one color)
- All-in-one printer/scanner/copier
- World Book Online subscription
- Magazine Subscriptions – Teacher’s Helper, Mailbox, School Library Journal, Cobblestone, National Geographic Kids
- Franklin County Citizen – weekly local newspaper
- GALILEO – free resource
- Accelerated Reader
- Follett Shelf – ebooks

E. Activities That Support Classroom Practices

- Assessment for Learning
- Franklin County Classroom Model (Artifacts/Evidence, The Work, Rituals and Routines, Teacher’s Role, Student Behaviors)
- Standards Based Classrooms
- Short-term and Long-Term Professional Learning Opportunities
- Ongoing Formative and Summative Assessments
- Progress Monitoring
- Differentiated Instruction
- Learning Focused Strategies
- Technology Enhanced Lessons

F. Additional Strategies Needed to Support Student Success

In addition to Learning Focused strategies and Standards Based Classroom practices, the following strategies need to be added to ensure student success:

- Thinking Maps
- Explicit phonics instruction
- Strategies to Increase Student Engagement
- Benchmark testing in all grade levels and content areas
- Professional learning activities

G. Current Classroom Resources

- Interactive boards and projectors in all classrooms
- Teacher computer in all classrooms
- Student computers (2 to 5 in each classroom)

- Lucy Calkins Units of Study for Writing in all classrooms
- Highly qualified teachers
- Trained paraprofessionals
- Infinite Campus/SLDS
- Classroom sets of CCGPS aligned texts
- Mastery Connect

H. Clear Alignment plan for CRCL and other funding

At Lavonia Elementary School, the SRCL Grant funding will be used along with QBE, Title I, Title II, Title IV, school budget, and other fundraising monies to fully implement the project plan designed by the LES Literacy Team. The Franklin County School System prioritizes all available funds for instructional purposes; however, budget cuts have limited the resources we are able to purchase. Some of the Striving Reader Literacy Grant funds will be used to provide the necessary professional learning and additional resources, programs, materials, and technology to all teachers and students.

I. Proposed Technology Use

- RTI:
 - Teachers will have access to progress monitoring and online intervention resources to assist in collecting and analyzing student data and support intervention planning and instruction.
 - Individualize student learning
- Student Engagement and Instructional Practices:
 - Students will have more opportunities to use 21st century skills and access digital materials that engage them in rigorous and meaningful literacy instruction.
 - Supports student expression through the use of digital media for presentations to enhance speaking and listening skills.
 - Increase the opportunity for research across the curriculum.
 - Provides for differentiation
- Writing:
 - Increase opportunities for student writing.
 - Word processing programs for composing written work
 - Provides opportunities for students to respond constructively

Professional Learning Strategies

Over the past several years, funding for professional learning has been cut significantly. Opportunities for off campus professional learning for teachers are limited. Therefore, professional learning has been developed and delivered by the academic coach at LES. Below is a list of the professional learning opportunities during the 13-14 school year with the percent of staff participation.

Past Professional Learning

Professional Learning Opportunities	% of staff in attending
New teacher orientation	All new teachers
POI and Intervention Training	All new teachers
State Longitudinal Data System (SLDS)	100%
Infinite Campus Training	100%
Assessment for Learning (AFL)	95%
Initial Mastery Connect Training	100%
Georgia Milestones	100% of 3 rd -5 th grade teachers
Teacher Keys Effectiveness System (TKES)	100%
Vertical Alignment of Writing Standards	100%
Lucy Calkins Units of Study for Writing	95%
Georgia Curriculum and Instruction (GACIS)	Academic Coach/AP
Data Discussions	Quarterly 100%

Ongoing Professional Learning

The following is a detailed list of the available, ongoing/current professional learning opportunities available for the teachers at LES.

- Literacy Instruction
 - Text Complexity
 - Lexiles
- RTI
- Formative Instructional Practices
- SLDS
- GACIS (Academic Coach)
- Lucy Calkins Units of Study for Writing
- Teacher Professional learning plans – individualized PL
- Weekly collaboration meetings (grade level – curriculum, pacing, differentiation, common assessments, data analysis, revisions, etc.)

Programmatic Professional Learning

Based on the professional learning needs identified in the Needs Assessment, Concerns and Root Cause Analysis, the following professional learning plan is detailed to target

Lavonia Elementary School’s goals and objectives as outlined in the LES literacy plan and project plan. Evidence of adequate professional learning is noted during the end of the year System Professional Learning surveys. For each proposed professional learning activity, accountability and effectiveness is measured through focus walk and aligned to the following goals:

Goal 1: Effectively implement writing instruction across the curriculum.

Goal 2: Effectively incorporate literacy instruction to enhance content knowledge and understanding in Science and Social Studies.

Goal 3: Collect, analyze, and plan for appropriate instruction and intervention at all levels.

Goal 4: Implement a core program in the primary grades.

Goal 5: Literacy team will enlist the community at large to support the school and teachers in the development of College and Career Ready students as articulated in the CCGPS.

Proposed Professional Learning as outlined in the LES Literacy Plan and Project Plan

Proposed Professional Learning Activity	% of staff expected to be in attendance	Measurement to determine effectiveness
Literacy Instruction strategies as stated in Goal 1 and 2.	100%	<ul style="list-style-type: none"> • Focus walks using Georgia Literacy Observation Checklist • CCGPS units • Sign-in sheets • DIBELS Next data • SRI data • EOG scores • Benchmark scores • Lexile scores
Writing Across the Curriculum training as stated in Goal 1.	100%	<ul style="list-style-type: none"> • Writing Checklist/Rubric • Common writing assessments • Unit plans • Collaborative scoring log • Sign-in sheets
Core Program training as stated in Goal 4.	100%	<ul style="list-style-type: none"> • Focus walks • CCGPS units • Sign-in sheets • DIBELS Next data • SRI data

		<ul style="list-style-type: none"> • EOG scores • Benchmark scores • Lexile scores
DIBELS Next Training as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Sign-in sheets
SRI Training as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Sign-in sheets
Diagnostic assessment training as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Sign-in sheets • Lesson Plans
Data Analysis Protocol as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Use of protocol in collaboration • Flexible groups • Focus meeting sign-in sheets • Focus meeting minutes
POI/RTI/Intervention Training as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Sign-in sheets • Focus walks • Intervention plans • DIBELS Next data • SRI data • EOG scores • Lexile score
<p>Attendance at the following conferences:</p> <ul style="list-style-type: none"> • Georgia Educational Technology Conference (GaETC) • Georgia Curriculum & Instruction (GACIS) <p>(as stated in Goal 1, 2, and 3)</p>	<p>6 Teachers and 1 AC</p> <p>1 AC</p>	<ul style="list-style-type: none"> • Redelivery to faculty • Written reflections • Technology integration in unit plans
On-site standards based planning for CCGPS units when available as stated in Goal 1 and 2.	100%	<ul style="list-style-type: none"> • CCGPS units • Sign-in sheets • Collaborative planning logs • Benchmark scores • EOG scores
Formative Instructional Practices (FIP) in reference to Goal 1, 2, 3, and 4.	100%	<ul style="list-style-type: none"> • Sign-in sheets • CCGPS units • Focus walks
Differentiation strategies as stated in Goal 3.	100%	<ul style="list-style-type: none"> • Unit plans • Focus Walks

Process to determine if Professional Development is adequate or effective

The Literacy Team, School Improvement Team, and School Leadership Team will continue to look at and analyze student data. Student data will be one of the primary indicators used to show the effectiveness of Professional Learning activities. Students’

scores should improve on all standardized testing as well as classroom performance. The administrative team will conduct walkthroughs and observations to determine if activities are being implemented in the classroom. Feedback will be provided to reinforce and/or correct behaviors observed from walkthroughs. Teachers will complete surveys created by the Literacy Team to evaluate growth on areas of weakness previously identified in our needs assessment. A portion of the survey will allow teachers to list any additional professional learning needs that will become a part of our sustainability plan.

Sustainability

Lavonia Elementary School is committed to continuous improvement in the area of literacy. The literacy team has created a plan to continue to focus on literacy goals beyond project funding. We will continue to use other funds available to maintain this focus on literacy and will have the opportunity to restructure resources in a way that would allow us to continue to move forward in meeting our goals.

Plan for Extending Assessment

- Assessments will continue to be administered as part of the district assessment schedule.
- DIBELS Next and SRI licensing will be continued through the use of Title 1 and local funds.
- The academic coach will provide teachers new to the school training on screening, benchmarking, progress monitoring, and diagnostic measures.
- The academic coach will provide training on the data analysis that results from these assessment measures.

Plan for Developing Community Partnerships and Other Sources to Assist with Funding of Initiatives

- Lavonia Elementary School currently has business partners who sponsor materials for students, contribute to field trips, and donate door prizes. These partnerships will be a continued resource.
- The literacy team expansion of outside business representatives and representatives from the local college will be continued with quarterly meetings.
- Showcasing the achievements of students will continue to be a focus through the local newspaper and social media.

Plan for Expanding Professional Learning and Lessons Learned

- The academic coach will provide training to teachers new to Lavonia Elementary School in the area of literacy instructional strategies.
- Weekly professional learning sessions with the academic coach for all faculty will continue to be a focus.
- Model literacy teachers will be identified and new teachers will be paired with model teachers for mentoring.
- Planning days will be allotted for teachers to make unit revisions, review and analyze data, and plan for differentiation. Substitutes will be hired using staff development funds.
- Collaborative grade level teams will continue to meet weekly for common planning centered around the integration of literacy across the curriculum.
- Teachers will be surveyed to determine both the effectiveness of professional learning and further professional learning needs.

- Training sessions that are key to literacy instructional strategies will be videoed and archived on the school's server to create a professional learning library accessible to all as refreshers or new learning.

Plan for Replacing Print Materials and Technology Resources

- In securing eReaders and eBooks we will be able to eliminate a large amount of print material that would require continued funding. Technology funds from local sources and SPLOST would be used to maintain and/or technology.
- Needed print materials will be funded through local, state, and federal sources.
- Students and parents will be required to sign a care agreement for the handling of all school related property. Intentional destruction of property will require reimbursement.
- Lavonia Elementary will continue to employ our technology and media specialists as resources.
- Lavonia Elementary is currently working on forming a grant committee that would be useful in securing additional resources.
- PTO and school fundraisers will be continued to gain additional funds to support the school and have been used at times in the past to purchase or replace technology.
- Lavonia Elementary will also continue to use our current Bring Your Own Technology program in upper grades.

Budget Summary

Lavonia Elementary School recognizes that high quality literacy instruction is a critical component in shaping 21st century learners. Current funding has not allowed us to provide the level of learning and resources to our teachers that would extend the current vision of the literacy team into high impact initiatives. Funding from the Striving Reader Comprehensive Literacy Grant would allow us to provide further opportunities for our students “to access, use, and produce multiple forms of media information and knowledge in all content areas at all grade levels. (The Why, p.31) The funds provided by SRCL will be used to attain the goals created by the literacy team addressed in the Literacy Plan. These goals were created based on the needs assessment and analysis of that data by the literacy team. All funding will be anchored to the following goals:

1. Effectively implement writing instruction across the curriculum
2. Effectively incorporate literacy instruction to enhance content knowledge and understanding in Science and Social Studies
3. Collect, analyze, and plan for appropriate instruction and intervention at all levels
4. Implement a core program in the primary grades
5. Literacy team will enlist the community at large to support schools and teachers in the development of College and Career Ready students as articulated in the CCGPS.

Funds will be divided into two primary categories; professional learning and materials/resources. The following listing illustrates the proposed division of funds:

Instructional Materials

- Core reading program for K-2
- Various levels of high quality, content-based books aligned to units of study to add to existing classroom libraries, media center, and bookroom
- Research-based literacy instructional materials
- Lexile based reading program

Intervention Materials

- Research-based intervention materials and/or software
- Progress monitoring tools

Assessment Materials

- Effective screening, progress monitoring, and diagnostic tools
- Literacy Instruction Observation Checklist
- Data Analysis Tool

Technology

- Tablets/Apps/Mobile instructional technology to support engagement and literacy instruction
- eReaders and eBooks
- Student response systems to support timely feedback and engagement

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- Listening centers with current technology
- Interactive boards for unequipped classrooms
- Infrastructure to support technological needs
- Assistive Technology

Professional Learning

- Substitutes for release time and school day professional learning
- Professional learning library and materials
- Registration fees
- Travel expenses
- Stipends
- Consultant fees