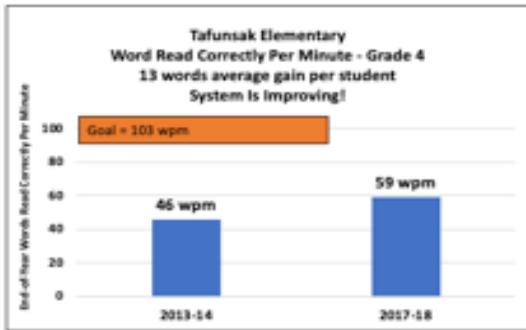




Project School Data: Sample Successes!

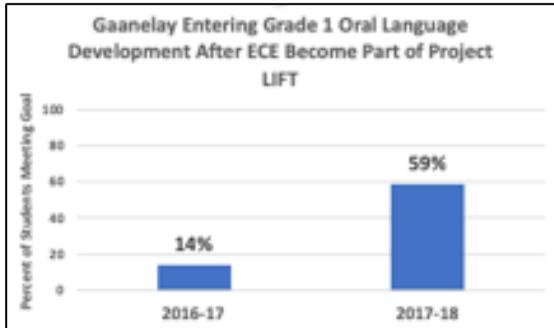


Combining All Four Pilot School Data

Beginning-of-Year Data 2014-15
12% of Students Met High Goals

Beginning-of-Year Data 2017-18,
36% Met Benchmark Goals
Incremental but Significant

At the beginning of 2018-19 school year, nearly 1 out of 2 Gaanelay third graders read at least 35 words per minute (at a second grade level). Four years ago, letter sounds were being taught at the same grade level.



Key characteristics of Project LIFT include **regular screening and progress monitoring** of students, using **evidence-based core reading and language instruction, differentiated instruction** for reading and language development based on student needs, and building capacity for **literacy leadership** through **building principals** and onsite **literacy coaches**.

Project LIFT
Literacy Initiative for FSM Leaders of Tomorrow

**Is Project LIFT working?
Is it time and are we ready for scaling up?**

Major Areas of Work: Accomplishments to Date



ASSESSMENT AND DATA ANALYSIS

Prior to having no formal English literacy assessments before Grade 6, a new ECE through Grade 5 literacy assessment system is now in use. Screening takes place three times per year for all students, with teachers and coaches trained to analyze data and use results to inform instruction.



INSTRUCTION

Teachers received extensive hands-on professional development on understanding and teaching the five essential components of teaching reading and teaching new core reading programs.



CAPACITY-BUILDING THROUGH DEVELOPMENT OF ONSITE COACHES AND CERTIFIED READING MASTERY COACHES

Key to the success of Project LIFT has been the development of onsite literacy coaches for each school. Coaches have been trained to lead assessment efforts, provide instructional coaching and become resident experts on Direct Instruction programs and materials.



SPECIAL EDUCATION

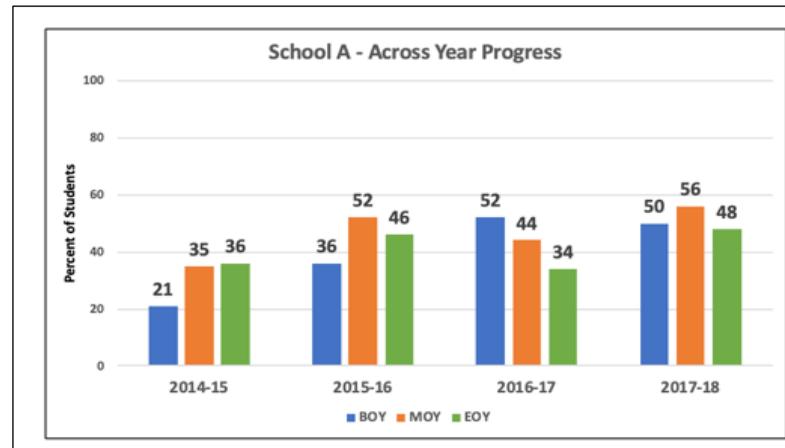
Within most States, there is increased collaboration between basic education and special education at all levels from State DOE infrastructure to classroom instruction. Small group service delivery is taking place inside classrooms.

Is Project LIFT working?

YES!

IT WORKS WELL IN SITES THAT HAVE SUPPORT FOR IMPLEMENTATION AND IMPLEMENT WITH FIDELITY!

School	Fidelity to Project LIFT Evaluation Score for DOE and School	End-of-Year 2017-18 Results
School A	64%	Benchmark - 48%, Intensive - 27%
School B	57%	Benchmark - 26%, Intensive - 47%
School C	48%	Benchmark - 23%; Intensive - 37%
School D	< 35%	Benchmark 2%, Intensive 91%



PARENT INVOLVEMENT

Project schools hold ongoing meetings with parents and other stakeholders to inform them of Project LIFT activities. Schools provide ideas for helping their children improve their reading and language skills.

Why Scale-Up Project LIFT?

- Data indicates Project LIFT works well if the school implements the components of Response to Intervention well and receives DOE support.
- Provides a framework for literacy programs in schools using practices that have shown to be effective across the pilot schools (and many schools in the U.S.).
- All teachers within a school work together to achieve common goals set by Project LIFT and school staff.
- Teachers receive extensive hands-on professional development on how students learn to read, the essential components of teaching reading and strategies/skills for teaching these skills.
- Project LIFT assesses all students in ECE through Grade 5 at least three times per year to determine who may need extra assistance. Data shows teachers how effective their instruction has been.
- Project LIFT respects and promotes growth in the vernacular language. Research indicates students can participate in dual language instruction and be successful with both. A number of general strategies that are taught in English can be applied to the vernacular as well.
- Project LIFT encourages collaboration between basic and special education at all levels.
- Project LIFT's structure can incorporate other initiatives into its structure, for example IQBE.
- Within Project LIFT schools, parents are seen as important partners in the education of their children.

LEADERSHIP

Project LIFT has emphasized that principals take on the role of instructional leader rather than simply school manager. These efforts will continue. Additionally, work with State DOE personnel will target changes to policy that more closely align to project goals.