

Application: Burke County Early Learning B5

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

District Profile

Completed - Feb 10 2020

District Profile

District Name

Burke County Public Schools

District Contact Information

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

Name	Jessica Edenfield
Position	Elementary Curriculum
Email	jedenfield@burke.k12.ga.us
Phone	706-54-5101

Grant Fiscal Agent MOU

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

[BC.MOU.L4GA.pdf](#)

Filename: BC.MOU.L4GA.pdf **Size:** 357.0 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[BC.COI.L4GA.pdf](#)

Filename: BC.COI.L4GA.pdf **Size:** 1.4 MB

Previous Grantee

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

2012-2015

Growing Readers

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

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[BurkeCountyDistrictNarrative.pdf](#)

Filename: BurkeCountyDistrictNarrative.pdf **Size:** 353.8 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[BurkeCountyMgmtPlan.pdf](#)

Filename: BurkeCountyMgmtPlan.pdf **Size:** 351.5 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[BurkeCountyNeedsRoot.pdf](#)

Filename: BurkeCountyNeedsRoot.pdf **Size:** 447.7 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[BurkeCountyProjGoals.pdf](#)

Filename: BurkeCountyProjGoals.pdf **Size:** 343.8 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

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

10 points

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

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

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

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

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

[BurkeCountyDataAnalysis.pdf](#)

Filename: BurkeCountyDataAnalysis.pdf **Size:** 311.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

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

10 points

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

Plan for engaging LEA-Partners with Professional Learning offerings:

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

[BurkeCountyPL.pdf](#)

Filename: BurkeCountyPL.pdf **Size:** 213.4 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[BurkeCountyResources.pdf](#)

Filename: BurkeCountyResources.pdf **Size:** 305.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

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

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

Notes:

Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare, and/or write the L4GA proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, Refreshments, Snacks not associated with a literacy event, community partnership event or parent event.
- Game systems and game cartridges are unallowable.
- Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways) not associated with literacy improvement. Books, periodical subscriptions, bookmarks etc. are allowable.
- Decorative Items not associated with literacy or family literacy.
- Purchase of Facilities
- Land acquisition
- Capital Improvements, Permanent Renovations except family literacy centers, media centers or reading centers in the classroom.
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations, or societies for personal benefits. (Does not include professional organizations)
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

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

[BurkeCountyBudget.pdf](#)

Filename: BurkeCountyBudget.pdf **Size:** 213.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[BurkeCountyAppendix.pdf](#)

Filename: BurkeCountyAppendix.pdf **Size:** 596.7 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	Burke County Early Head Start
System ID	617
School ID	0001

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

0

Number of Paraprofessionals or Teaching Assistants in School

169 caregivers

Principal or Director

Name	Clarice Jones
Position	Director
Email	cjones@burke.k12.ga.us
Phone	706-554-2306

L4GA 2019 School Contact

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

Name	Clarice Jones
Position	Director
Email	cjones@burke.k12.ga.us
Phone	706-554-2306

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountyEarlyLearnersB5LitPlan](#)

Filename: BurkeCountyEarlyLearnersB5LitPlan.pdf **Size:** 313.7 kB

Early Head Start Literacy Plan

Program History:

Early Head Start was awarded to Burke County Public Schools in 2009. The program hosts 8 onsite classrooms and 3 home-based workers. A total of 94 children, ages six weeks to 3 years are served through the program, with 11 identified as children with disabilities. Currently, two pregnant women are being served. Early Head Start targets economically disadvantaged families and offers not only educational services, but helps parents in need to obtain assistance and pursue adult education.

Administrative Team/ Policy Council:

Early Head Start (EHS) is led by Executive Director, Dr. Jessica Edenfield and Project Director, Mrs. Clarice Jones. Both administrators hold post-secondary degrees in education and/ or leadership. The EHS staff also includes an instructional coach and education coordinator to support caregivers and enhance educational opportunities of students. Although the Board of Education is the utmost governing body, EHS also has the Policy Council, which reviews data, conducts strategic planning, and assists in the governing of the EHS program. The Policy Council consists of the executive director, director, education coordinator, a BCBOE member, and three parents of current enrollees, one being a home-based child. The council meets monthly to review any available data, discuss trends/ issues, develop plans, and discuss enhancement of the program. This team also plans parent engagement events and sponsored family activities.

Community Assets:

The following groups support Burke County's Early Head Start:

- CSRA Head Start
- Department of Health and Human Services
- Burke County Sheriff's Office
- Communities in Schools

- Waynesboro Police Department
- Waynesboro Fire Department
- Burke County Public Library

Past Instructional Initiatives:

Early Head Start caregivers follow the GELDS set forth by the state of Georgia. Developmentally appropriate activities are developed centered around the GELDS and the onsite instructional coach models and completes the coaching cycle as needed with caregivers. The CLASS teacher-student observation instrument is used for caregivers to assess the development of students.

Current Instructional Initiatives:

Early Head Start continues to develop appropriate educational activities/ plan based on GELDS. They also continue to assess students using the CLASS tool.

Moving forward, EHS would like to initiate the following:

- Increased literacy-themed activities
- Parent early-literacy workshops
- Increase literacy in the home/ school environment

Individual Program Professional Learning Needs:

Early Head Start identified the following professional learning needs:

- Early literacy acquisition and skills for staff
- Workshops for parents in regards to early literacy acquisition
- Creating literacy rich environments
- Practices to promote early literacy
- Supporting early literacy in the home

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Early Head Start serves families that are economically disadvantaged. Many of the families served fall into the following categories: single parent home, young mother, parent(s) did not complete high school, and/or unemployed. Given these factors, the majority of the EHS students come from environments low in literacy and receive very little exposure prior to enrolling in the program. According to an article in the *Journal of Developmental and Behavioral Pediatrics*, children from literacy-rich homes are estimated to hear an estimated 1.4 million more words than children who are not read to. The L4GA Grant would provide EHS caregivers professional learning opportunities to deepen their knowledge of literacy acquisition and skills development, offer opportunities to provide books to families, and offer opportunities to sponsor engaging workshops to assist parents with understanding early literacy skills and the need for literacy in the home environment.

Goals	Action	Who	When	Assessment
Improve instructional practices to promote early literacy	Professional learning to train teachers in deepening their understanding of literacy acquisition (to include attendance at AU ISL conference early education sessions)	Caregivers Instructional Coach AU partners RESA Consultants	2020-2021 School Year	Instructional Walk-throughs Caregiver Surveys
Create literacy-rich home/ school environments	Book distribution to families	Caregivers Admin	2020-2023 School Years/ continuous	Parent surveys Book distribution counts

	<p>Book bags available for check-out</p> <p>Leveled libraries in classrooms</p>	<p>Get Burke Reading Partners</p>		
<p>Educate parents in the importance of literacy</p>	<p>Workshops for parents pertaining to early literacy skills, early exposure to literacy, and skills development</p>	<p>Caregivers</p> <p>Community Partners</p> <p>Admin</p> <p>Parents</p>	<p>2020-2023 School year/ continuous</p>	<p>Parent surveys</p> <p>Sign-in sheets</p>
<p>District Goals:</p>				
<ul style="list-style-type: none"> • Improve B-12th literacy, thus improving student achievement in all contents. • Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments. 				

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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


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

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

Conflict of Interest & Disclosure Policy

that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

Rudy Falana

Typed Name of Fiscal Agency Head and Position Title

02/10/20

Date



Signature of Applicant's Authorized Agency Head (required)

Jessica Edenfield, Elementary Curriculum Director

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

02-10-20

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Jessica Edenfield

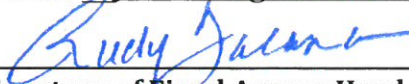
Position/Title of Fiscal Agent's Contact Person: Elementary Curriculum Director

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E-mail: jedenfield@burke.k12.ga.us



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

Rudy Falana

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

02/10/20

Date (required)

BURKE COUNTY SCHOOLS: PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEED

Burke County Public Schools builds into the district calendar three designated professional learning days and three early-release days for professional learning. These days are organized to provide an array of professional learning opportunities and offer professional choice based on professional learning goals. Professional Learning Communities are active in each school and are used for trainings, data analysis, and adjustment of instructional strategies. Professional learning is also offered through various summer and after-school opportunities with stipends offered. Instructional coaches are used in four of the schools to offer job-embedded professional learning through training and modeling of instructional strategies.

All levels, Pre-K-12th, have collaborative planning time. The primary and elementary schools have common planning time (30-50 minutes) in order to form PLCs. The middle school utilizes a common planning block (80 minutes). High school teachers have one 90- minute planning time, although collaborative planning is more difficult due to block scheduling. Cross-curricular PLCs are common at the high school.

An identified programmatic need in the arena of professional learning is evidenced-based practices in literacy instruction, to include a deeper, working understanding of literacy acquisition. Professional learning for B-5 will be focused on early literacy acquisition and oral language development. For Pre-K-5th grade teachers, professional learning will be geared towards a deeper understanding of the five pillars of reading, development of skills at each level, and evidence-based strategies for assisting struggling readers. The B-5th professional learning will be obtained through our RESA partnership via School Improvement Specialists, Consultants, and workshops. In grades 6-12, there is a need for professional learning in regards to content literacy and assisting readers that are below-grade level, which requires the knowledge of literacy acquisition. Secondary teachers will be offered professional learning in content literacy and evidence-based approaches to meeting the needs of secondary students struggling in reading. This professional learning will occur via our partnership with Augusta University. The secondary teachers will have the opportunity to participate in a non-credit bearing reading endorsement program that is geared specifically to meet the needs of literacy at the secondary level. Instructional coaches/ coordinators at all levels will work with RESA to be trained as literacy coaches in order to sustain our literacy efforts and support teachers within their assigned buildings.

Another identified programmatic need lies within academically-challenging environments and increasing student engagement, which is hand-in-hand. Professional learning for all teachers/ caregivers B-12th will be offered through SEE-KS training, which is evidence-based and centered around student engagement and social-emotional learning. Trained SEE-KS coaches will deliver

training and continue coaching for this program. Instructional personnel in the building will also be trained in SEE-KS to ensure fidelity and sustainability of the program and cycle.

In order to create a culture of commitment and foster sustainability of the literacy initiative following the grant, BCPS plans to send a team of administrators and District Literacy Team members to the GAEL L4GA Institute. Although we cannot send every team, the members will have a clear understanding that they are to redeliver to Literacy Team members in their assigned schools. We feel that the coaching cycle will be a true benefit to our instructional personnel.

Finally, in an effort to increase our data utilization, school literacy teams will be responsible for training PLCs in disaggregating data, identifying areas of need, and developing next steps. Training will be provided by GaDOE in regards to utilizing data features such as the IIS data tool in SLDS to administrators and teacher leaders who have not been trained. These trainings will be requested onsite. An assessment task force comprised of retired teachers will need to be trained to administer PALS, PPVT-4, DIBELS, and HMH RI. This training will be set up with company representatives. All purchased grant resources will include professional learning.

Effectiveness and adequacy of PL will be determined through the following processes:

- Analysis of student achievement (EOG/EOC, universal screeners, etc.)
- PL meetings/ documentation
- PLC meetings/ documentation
- Written feedback/ summaries of walk-throughs/ observations
- Evaluation of PL through teacher surveys/ exit surveys
- Presentations by teachers of successful strategies at PLCs/ collaborative planning meetings

In addition to school-based professional learning, efforts will be made in the community to increase stakeholder engagement, promote community awareness, and further grow and expand community partnerships. The District Literacy Team will work with community partners such as Augusta Technical College and Burke County Public Library to host forums to illicit input and identify needs, as well as workshops to bring literacy awareness to our community.

BURKE COUNTY SCHOOLS: ASSESSMENT/DATA ANALYSIS PLAN

At the community level, U. S. Census data related to poverty, number of single parent homes, unemployment rate, educational attainment, and other economic characteristics will be utilized. Data such as teen birth rates, number of children attending a Pre-K program, and percentage of students not graduating on time will be tracked through the Kids Count Annual Report reported by the Annie E. Casey Foundation. We understand that literacy challenges are compounded in impoverished areas, so these factors are factored into our planning and assessment in order to work towards achieving equity.

Birth-5 community partner programs will assess and report progress to the grant administrator quarterly for book distribution and for planning relevant literacy events/ workshops. Reports will include number of books distributed, attendance of stakeholders/ parents, and any feedback procured from stakeholders/ parents. The goal is to distribute 2,500 books the first year, and grow each continuing year by expanding the outreach. Online resources for parents will be assessed via the number of downloads from the BCPS website and any parental feedback from surveys. Professional learning sessions will be tracked through registration/ attendance totals, sign-in sheets, and exit surveys.

The assessment chart below outlines the literacy assessments that will be provided and their purpose. An assessment task force of trained, retired teachers will administer the assessments (not to include EOG/EOC). The School Literacy Teams will analyze whole school data received and will share and analyze data during grade-level Professional Learning Communities (PLCs). During PLCs, data trends will be identified and next steps discussed. The PLCs will establish goals and identify appropriate instructional strategies, as well as intervention strategies, to best meet student needs. Records of data analysis and utilization will be recorded in each team’s PLC notebook for reference. The District Literacy Team will meet three times per year (Fall, Winter, Summer) to analyze system level data, identify data trends, identify district strengths/ weaknesses, target needs (grades, subgroups, school-based), and adjust the literacy plan as needed. The 2019-2020 testing data will serve as the baseline comparison for future tests. Careful monitoring of data, planning, and adjusting will assist BCPS students in growing in the area of literacy (Lexiles, EOG/EOC scores).

Assessment Chart

Assessment	Frequency	Timeframe	Purpose	Who
PALS	3x/ year	Fall, Winter, Spring	Screening	B-5

PPVT-4	2x/ year	Fall, Winter	Screening/ progress monitoring	B-5
DIBELS-Next	3x/year	Fall, Winter, Spring	Screening/ progress monitoring	K-5 th
HMH Reading Inventory	3x/year	Fall, Winter, Spring	Screening	3 rd -11 th
GMAS EOG/ EOC	1x/year	Spring	Outcome	3 rd -high school
STAR	3x/year (minimum)	Fall, Winter, Spring	Screening	1 st -8 th
GKIDS	Ongoing	Ongoing	Screening, progress monitoring, outcome	K
WSO	Ongoing	Ongoing	Screening, progress monitoring, outcome	Pre-K
CLASS	Ongoing	Ongoing	Screening progress monitoring	EHS

BURKE COUNTY SCHOOLS: NEEDS ASSESSMENT AND ROOT CAUSE ANALYSIS

Established Need for L4GA Grant

In the state of Georgia, it is very alarming that 65% of our third graders lack the necessary vocabulary and comprehension skills and 75% of those same third graders are poor readers in high school, which creates a pipeline for dropping out before graduation.

(<https://www.coxcampus.org/low-literacy-rates-directly-impact-georgias-future/>) Burke County Schools faces many challenges when it comes to 3rd grade achievement in the area of ELA and Reading. The table below shows our 3rd grade achievement data from EOG for the last three years.

3rd Grade ELA EOG Scores

2017-2019

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2017	41.6%	38.4%	16.1%	3.9%
2018	49.3%	29.9%	16.1%	4.6%
2019	41.9%	35.6%	17.69%	4.8%

Although our percentage of Proficient and Developing Learners have increased slightly over the three-year span, it is alarming that our percentage of Beginning Learners has no significant change. It is apparent that Burke County third-graders are in need of comprehensive intervention to increase the number of students achieving Proficient. When compared to state of Georgia data, it is clear that a deficiency exists among our 3rd grade students. The following table shows the percentage of students scoring below a 520 Lexile according to EOG data from 2017-2019:

3rd Grade Lexile Scores Below 520

2017-2019

2017	32%
2018	33%
2019	31%

Although the percentages decreased over the three-year span, no significant gains were made. Our district also uses STAR assessments to track student progress and Lexile data. Assessments are given during the first month of school to determine Lexile scores. The following beginning of the year (BOY) data was gathered for the 2019-2020 school year:

Average BOY Lexile Score Per Grade Level by School

2019-2020

School	Grade	Average Lexile
WPS	2 nd	BR40L
BES	3 rd	260L
	4 th	395L
	5 th	575L
SGA	2 nd	BR105L
	3 rd	280L
	4 th	220L
	5 th	600L
BCMS	6 th	695L
	7 th	820L
	8 th	875L

As the STAR data shows, on average our students are beginning the school year reading well below grade level. The College and Career Ready Lexile “Stretch” Bands are indicators for college and career readiness upon high school graduation. Students are expected to read within grade level “stretch” bands. As seen in the chart above, on average, 5th grade students are entering 5th grade reading below the 4th grade “stretch” band of 740L-940L. In fact, every grade level is averaging well below the identified “stretch” band.

In regards to our subgroups, the most recent data indicates that our black students in 3rd-5th met state improvement targets for ELA and had 37.52% Beginning Learners. Our English Learners (EL) students did not meet their target with 22.73% Beginning Learners. Our Students with Disabilities (SWD) did not meet their target with 57.80% Beginning Learners.

Based upon all referenced data sources, tier 1 instructional strategies must be strengthened in order to improve overall student literacy achievement. In addition to improved tier 1 instruction, our district also has a great need for multiple data sources (screeners) that allow for identification of struggling readers and the creation of evidence-based interventions (tier 2/3) to meet individual needs. Clearly we have an enormous challenge ahead of us in ensuring that our students are college and career ready.

Assets and Needs Assessment with Root Cause Analysis

Burke County Public Schools has many strengths and assets, which includes high-quality teachers and administrators and strong relationships with multiple organizations in the community. BCPS staff and leaders are dedicated to providing quality instruction to our students and to developing relationships with parents in an effort to strengthen home-school relationships. Despite these assets, the district continues to see low ELA test scores and low Lexile levels across grades, as well as a low number of students entering our schools in Pre-K with adequate early literacy skills.

BCPS conducted a Comprehensive Needs Assessment (CNA) using *Georgia’s System for Continuous Improvement*. The CNA team included district personnel from various departments, school personnel at all levels (classified and certified), parent representatives, college personnel, students in secondary school, Board of Education members, and other public participants. The team worked to identify need, root causes, and possible solutions. Each need identified below has a direct impact on literacy:

Overarching Need	Root Causes
Increase stakeholder engagement	<ul style="list-style-type: none"> • Stakeholder perceptions (not valued, nothing to contribute, contributions don’t matter)

	<ul style="list-style-type: none"> • Convenience of activities (conflicts with schedules, transportation, daycare, etc.) • Stakeholder roles are ambiguous • Efforts to engage parents are too traditional • Barriers (language, communication, etc.) are not engaged/ addressed
Enhance abilities to gather, analyze, and use data to improve achievement for all students	<ul style="list-style-type: none"> • Assumption exists that those who can make the greatest impact understand and use data • Priority is placed on summative and lagging data • Lack of collaboration and coordination among various data sources to gather comprehensive portraits of individual students • Philosophical difference regarding power of data exists • There is no real monitoring or accountability
Improve positive relationships between adults and students, as well as among peers	<ul style="list-style-type: none"> • Not everyone understands, respects, appreciates diversity • Many adults and students lack skills to cope with pressures • Students feel that there is no sense of advocacy among adults in the building • Power struggles and competitions among groups exist • Policies/ procedures deemed unfair
Increase the retention of effective teachers and school leaders	<ul style="list-style-type: none"> • Low personal and collective efficacy • Leadership • Colleagues • Teacher preference to work with a different population • Adverse working conditions

In addition, each school created their School Improvement Plan (SIP) and identified specific literacy needs and root causes.

School	Overarching Need	Root Causes
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Waynesboro Primary	Reading-comprehension, vocabulary, and Lexile scores	<ul style="list-style-type: none"> • Inconsistent use of school-wide reading instructional program • Inconsistent use of vocabulary and phonics instruction • Inconsistent use of high-order thinking questions in classrooms
S.G.A. Elementary	Weakness in ELA; particularly in students attaining scores of Proficient and Distinguished on the GMAS test	<ul style="list-style-type: none"> • Students are not reading at/ above grade level • Teachers did not emphasize/ teach standards at the appropriate level of rigor
Blakeney Elementary	Utilize data for effective academically challenging instruction in order to increase student achievement	<ul style="list-style-type: none"> • Set procedures are not begin carried out after data has been analyzed to ensure that teachers are adjusting the instruction based on the data results reviewed • Teachers do not fully understand the data and the importance of utilizing data to adjust instruction • Students are reading below grade level • Instructional team is not consistent in leading data walks • Lack of providing rigorous instruction and student motivation
Burke County Middle	Student Lexiles/ reading levels	<ul style="list-style-type: none"> • Students are not reading on grade level when they enter middle school

		<ul style="list-style-type: none"> • Student engagement is low because the curriculum is not relevant and interesting to them • Students are unable to see the value of reading and the impact that it can have on their lifelong success • Parents are unaware of the fact that student Lexile levels are low and the gaps continue to increase over time
Burke County High	Build rigor in all content area courses to help improve literacy skills	<ul style="list-style-type: none"> • Teachers and administrators need a clear, common understanding of what rigor is and what it looks like in all content areas • Some teachers do not know what rigor looks like in their content areas • Some teachers do not know how to increase rigor in their content areas • When monitoring for rigor, teachers are not given specific feedback about how to build rigor in their content areas • Professional learning is needed to help improve rigor in classroom instruction

After careful review of the needs and root causes of each, the District Literacy Team identified following goals as being most impactful in improving student achievement outcomes:

- Improve B-12th literacy, thus improving student achievement in all contents.
- Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments.

Coherent Instructional System

	Past Initiatives	Current Initiatives
Birth-5	<ul style="list-style-type: none"> • Themed literacy activities • Guest readers • Book giveaways 	<ul style="list-style-type: none"> • Themed literacy activities • Guest readers • Book giveaways
K-12	<ul style="list-style-type: none"> • Four Blocks • Accelerated Reader • Reading Plus • District Curriculum Maps • STAR • Power Writing • 6 Traits Writing • Write from the Beginning • SRA Reading • Reading Horizons • Saxon Phonics • Reading Street • 6 Minute Solutions • Individual Reading Inventories • Aimsweb • Learning Focused Schools • PBIS 	<ul style="list-style-type: none"> • Balanced literacy framework (K-5) • STAR • My Lexia • Raz Plus • Accelerated Reader • NewsELA • District pacing guides • Saxon Phonics • Sadlier Phonics • PBIS • Deal Center Literacy Coaches (SGA/ BES only) • SEE-KS (BES only)

Community and Family Engagement

Marie’s Creative Kids Kindergarten was selected as a partner for this initiative given that it’s the largest B-5 daycare in Burke County, and feeds directly into Waynesboro Primary School. The

BCBOE Early Head Start program was chosen to be included into our feeder pattern as it serves 94 center-based and home-based students currently.

Another partner, Communities In Schools Burke, works diligently in our community to meet the needs of our more impoverished citizens and to provide services such as mentorships and backpack snacks to community members and students. CIS-Burke is also the leading agent in Burke being acknowledged as a Get GA Reading community. Other community partners include Burke County Public Library and Augusta Technical College as willing members eager to host literacy events and activities for the families within our community. Future plans include inviting other community members such as Head Start, Burke County Sheriff’s Office, and church preschools to join our initiative.

Parental involvement and feedback will be elicited continuously. Our district is making an effort to offer activities and events at various times and locations. Electronic copies of information packets/ flyers will be available on our website. Online elicitation of stakeholder feedback will be shared.

Engaged Leadership

The District Literacy Team and School Literacy Teams work to collect, share, and analyze information related to multiple data points for student achievement including, but not limited to, literacy. The information obtained by these teams is used to establish goals and identify professional development needs in each school. BCPS will also continue to participate in PAGE-Burke initiatives including the growing leaders program, GLISI (GA Leadership Institute for School Improvement) initiatives such as 4T collaboration, district study team walk-throughs and debriefings, and monthly system level planning meetings.

Positive Learning Environment

All five schools in our district are established PBIS schools and no school has received under a 3-star climate rating in the past two years as seen in the chart below.

	2017	2018	2019
WPS Climate Rating	5	5	5
WPS PBIS Status	Operational	Operational	Distinguished
BES Climate Rating	3	4	5
BES PBIS Status	Operational	Operational	Operational

SGA Climate Rating	5	5	5
SGA PBIS Status	Operational	Operational	Emerging
BCMS Climate Rating	3	3	3
BCMS PBIS Status	Installing	Installing	Emerging
BCHS Climate Rating	2	3	4
BCHS PBIS Status	Emerging	Emerging	Operational

During the 2018-2019 school year, our district was able to purchase Second Step, a social-emotional learning curriculum, for all Pre-K-8th grade classes. We also have school counselors in each school and are currently receiving wrap-around services through Apex. The 21st Century After School Program is offered in three of the five schools. Once disproportionate with discipline in our sub-groups, our district now holds monthly assistant principal meetings to look at data trends in discipline. Since employing this, BCPS has no longer been labeled disproportionate. Several district-level staff members also serve on the School Attendance/School Climate (SASC) team appointed by Judge Carl Brown to look deeper into both areas and root causes of issues with each. From this large group, which includes Apex, Department of Family and Children Services, Department of Juvenile Justice, among others, has spurred two sub-groups (attendance and climate) that meet quarterly to discuss data and solutions to issues with student attendance and school climate.

Professional Capacity

Professional Development remains a critical area of need. Providing training for teachers in areas of basic reading and writing instruction and literacy in the content areas will adequately equip teachers to meet the diverse needs of students. Vertical training and opportunities for collaboration and shadowing serve as powerful pieces of professional development as well. Teachers from multiple disciplines play a significant role in the instruction and reinforcement of literacy skills. Professional development around literacy is vital for all staff. Other needs identified as part of this grant writing process include:

- Professional learning for early learning caretakers around oral language development, knowledge building, and pre-literacy skills needed for beginning readers and writers
- Professional learning for teachers around the five pillars of reading/foundational reading skills and literacy in the content areas
- Professional learning for parents and community stakeholders in the area of literacy

The needed professional learning will be delivered through RESA consultants/ workshops, P-20 collaborative partners (Augusta University), in-house instructional coaches, contracted vendors, and any appropriate webinars. Additional professional learning will be offered to parents and community stakeholders through various workshops and literacy events.

BURKE COUNTY SCHOOLS: PROJECT PLAN, PROCEDURES, OBJECTIVES, GOALS, AND SUPPORT

After analyzing needs, root causes, stakeholder input, and achievement data, the District Literacy Team has identified the following goals to increase academic achievement in literacy:

- Improve B-12th literacy, thus improving student achievement in all contents.
- Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments.

When	What	Who	How
2020	GAEL L4GA Leadership Institute	District/ Building administrators Instructional coaches/ coordinators Assistant Principals	Coaching training with S. St. Clair will be provided for sustainability purposes and to establish a common understanding of need Funding Source: L4GA
2020-2023	Provide evidence- based professional development for B-5 teachers in early literacy acquisition	B-5 caretakers	ISL conference at AU Webinars AU Partnership Professional learning to assist caregivers in understanding oral language acquisition and the development of early literacy skills Funding Source: L4GA

2020-2023	Provide evidence-based professional development for Pre-K-5 teachers in 5 pillars of reading	Pre-K-5 th teachers and instructional coaches/ coordinators	<p>AU Partnership</p> <p>RESA Consultants/ workshops to provide information and instructional strategies related to a deeper understanding of the acquisition of reading skills</p> <p>Funding: L4GA</p>
2020-2023	Provide evidence-based professional development for 6 th -12 th grade teachers in content literacy and assisting struggling secondary readers	6 th -12 th grade teachers	<p>AU Non-credit hour reading endorsement program</p> <p>Professional learning to provide secondary teachers with an understanding of content literacy across the disciplines and the pillars of reading and instructional strategies to assist struggling secondary students</p> <p>Funding: L4GA</p>
2020-2023	Refine/ sustain balanced literacy framework K-5 th	<p>K-5th teachers</p> <p>Instructional coaches/ coordinators</p> <p>Administrators</p>	<p>RESA partnership/ focused PL on balanced literacy blocks</p> <p>No funding needed/ member district</p>

2020-2023	Train instructional coaches/ coordinators using evidence-based professional learning as literacy coaches to coach teachers in reading instruction, differentiation, data utilization, and academically challenging environments	Instructional coaches/ coordinators	RESA partnership/ training Professional learning courses to equip ICs with the skills of literacy coaches so that they can model and coach classroom teachers—increase sustainability after grant window Funding: L4GA
2020-2023	SEE-KS implementation Evidence-based program for student engagement	Teachers Birth-12th Instructional Coaches/ Coordinators Caretakers	SEE-KS student engagement training continued and expanded to reach all five schools and EHS Funding: L4GA
2020-2023	Adoption of core evidence-based instructional program (i.e. Into Reading)	K-6 th teachers	Purchase program for tier 1 instruction Teacher resources, online component, and student bundles Funding: L4GA
2020-2023	Adoption of evidence-based writing program (i.e. Writable—HMH)	3 rd -12 th teachers	Purchase core writing instruction and practice Funding: L4GA
2020-2023	Adoption of tier 2/ 3 evidence-based intervention	3 rd -12 th teachers Tutors/ interventionists	Purchase truggling/ striving readers intervention program

	<p>instructional programs</p> <p>(i.e. System 44 (3rd-12th struggling readers)</p> <p>Read 180 (4th-12th striving readers))</p>		Funding: L4GA
2020-2023	Themed bookbags created and offered to families for checkout with B-5	<p>B-5 caregivers/ directors</p> <p>B-5 parents</p>	<p>Purchasing bookbags that highlight authors, themes, series for parents to check out and read to children</p> <p>Funding: L4GA</p>
2020-2023	Outfit all B-8 th grade classrooms with leveled libraries	B-8 th teachers	<p>Purchase leveled libraries based on grade level need</p> <p>Funding: L4GA</p>
2020-2023	Create an assessment task force	Retired teachers	<p>Hire and trained retired teachers to create a task force to conduct the required screeners/ assessments in each school in an effort to protect instructional time—task force participants will receive substitute teacher per/ day</p> <p>Funding: L4GA</p>
2020-2023	Implement evidence-based universal screeners/	Assessment Task Force	<p>Purchase PALS to administer 3x/year</p> <p>Purchase PPVT (Pre-</p>

	assessments for B-5 students		K) to administer 2x/year Funding: L4GA
2020-2023	Implement evidence-based universal screeners/ assessments for K-5 th students	Assessment Task Force	Purchase DIBELS-Next to administer 3x/year Purchase HMH Reading Inventory to administer 3x/year (3 rd -5 th) Funding: L4GA
2020-2023	Implement evidence-based universal screeners/ assessments for 6 th -11 th students	Assessment Task Force	Purchase HMH Reading Inventory to administer 3x/year Funding: L4GA
2020-2023	Events/ workshops pertaining to early literacy for community stakeholders and families	Get Burke Reading members Partnerships Community Stakeholders Families/ Parents Burke County Library Augusta Tech partners	Flyers, presentations, rotations, staggered event times and locations pertaining to activities to enhance the understanding of early literacy acquisition in the community Funding: L4GA
2020-2023	Increase exposure to text to a larger percentage of the B-5 age group throughout Burke County	Literacy Coalition Get Burke Reading members	Purchase/ distribution of B-5 texts through community partnerships

			Funding: L4GA
2020-2023	Professional learning for admin and teacher leaders in data tools within SLDS (i.e. IIS)	Building admin Teacher leaders GaDOE	GaDOE training No funding needed

Marzano (2003) and Hattie (2009) emphasize that the single most important variable in the success of students is the quality of instruction that students receive every day. Our District Literacy Team discussed issues with our tier 1 instruction and came to the realization that professional development is needed for our teachers. Our secondary teachers do not come equipped with the knowledge to assist struggling readers and our early literacy and elementary teachers often have problems developing interventions for struggling students. These gaps can often be attributed to the fact that many teachers do not have a solid understanding of the pillars of literacy and the skills acquisition involved in being a good reader. We feel that by offering the needed professional learning, not only to teachers, but to community members and parents, we will see an almost immediate improvement. Also, by providing evidence-based instructional materials to our classrooms, we are further enhancing instruction and promoting sustainability in our programs.

BURKE COUNTY SCHOOLS: LEA-PARTNERSHIP NARRATIVE

LEA History; Feeder Schools; Community Served; Identification of Partnership Partners

Burke County Public Schools is a public school system located in Burke County, GA, within the Central Savannah River Area. This system includes five feeder schools and an Early Headstart program: Burke County Early Headstart (B-3), Waynesboro Primary School (Pre-K-2), S.G.A. Elementary School (Pre-K-5), Blakeney Elementary School (3-5), Burke County Middle School (6-8), and Burke County High School (9-12). This system originated in 1904. Although the district consolidated many of the community schools over the years, the student population continues to grow and BCPS currently serves 4,386, which includes the Early Headstart program. Our single community school is S.G.A. Elementary School, located in Sardis, GA, which is 24 miles from the county seat of Waynesboro. Students in Burke County Public Schools have many opportunities to participate in extracurricular activities, Advanced Placement classes, Honors classes, and dual enrollment degree programs in conjunction with Augusta Technical College, as well as other local colleges.

The district will partner with Communities In Schools Burke County, the Burke County Public Library, and the Waynesboro campus of Augusta Technical College to support and implement literacy initiatives. Burke County Public Schools will also utilize our P-20 partnership with Central Savannah River Area RESA and Augusta University to fully implement and expand our literacy projects. The table below lists the organizational partnerships and contact information:

LEA Partners			
<i>Organization</i>	<i>Role in the Partnership</i>	<i>Contact Person(s)</i>	<i>Contact Information</i>
Burke County Public Schools	Lead Agency/ Applicant	Dr. Jessica Edenfield, Elementary Curriculum Director	judenfield@burke.k12.ga.us 706-554-5101
		Rudy Falana, Superintendent	rfalana@burke.k12.ga.us 706-554-5101
		Cynthia Brogan, Federal Programs Director	cbrogan@burke.k12.ga.us 706-554-5101
		Michelle Dye, Student Services Director	mdye@burke.k12.ga.us 706-554-5101
		Anthony Chiles, Student Support Coordinator	achiles@burke.k12.ga.us 706-554-3532
		Tyler Torek, Director of Instructional Technology and Testing	ttorek@burke.k12.ga.us

		Alice Marchman, Director of Finance Clarice Jones, Early Headstart Director	706-554-5101 amarchman@burke.k12.ga.us 706-554-5101 cjones@burke.k12.ga.us 706-554-2306
Communities in Schools Burke County	Community Partner	Teresa Carter, Executive Director	tcarter@cisbcfc.org 706-554-1236
Burke County Public Library	Community Partner	Gwendolyn Jackson, Library Manager	gjackson@gchrl.org 706-554-3277
Marie's Creative Kids Kindergarten	Community Partner	Felicia Lewis, Director	706-437-1467
Augusta Technical College	Community Partner	Gregory Coursey, Jr., Campus Coordinator	gcoursey@augustatech.edu 706-437-6808
Central Savannah River Area RESA	Professional Development	Dr. Debbie Alexander, Executive Director	dalexander@csraresa.org 706-556-6225
Augusta University	P-20 Partner	Dr. Elizabeth Murray-Pendergraft, Department Chair of Teaching and Learning	bpendergraft@augusta.edu 706-737-1496

Description of System; LEA-Partnership; Community Demographics

Burke County has several organizations that provide support for families and children in Waynesboro and the surrounding cities/ communities: Communities in Schools Burke County, the Burke County Public Library, and the Waynesboro Campus of Augusta Technical College. Community churches and several nonprofit organizations also provide assistance to citizens and families in need. Burke County Public Schools recently became a “Get Georgia Reading” community. Burke is not a recipient of the GOSA Community Coalition-building grant.

Burke County Public Schools is located in rural eastern Georgia. Burke County’s primary industry is manufacturing. Based on 2018 data, the population of Burke County was 22,423. In 2017, the median household income in Burke County was \$38,707. The per capita income was \$21,334 and the median household income was \$42,773, with a poverty rate of 22%. The Only 12.6% of Burke County’s residents are college graduates. The demographic make-up of Burke County is 49.1% African American, 47% Caucasian, 3.1% Hispanic, and 0.8% other.

(www.census.gov; www.neighborhoodscout.com; www.georgia-demographics.com)

The following data points help to provide an overall picture of the population that Burke County Public Schools serve:

- Teen births, ages 15-19 (per 1000)- 22.5%
- Babies born to mothers with less than 12 years of education-16.8%
- Low-birthweight babies-12.2%
- Children living in single-parent families-40.1%
- Children living in poverty-33.2%

- Children whose parents lack secure employment-19.7%
- Children from low-income families enrolled in GA Pre-K-79.8%
- Children ages 3-4 not attending pre-school-58%
- High school drop-outs, ages 16-19-16.1%
- Teens, ages 16-19, not in school and not working-16.9%
- Unemployment-6%

(gafcp.org, 2020)

All Burke County Schools are Title I schools. Through the Community Eligibility Provision (CEP) all students receive 100% free lunch and breakfast. The school population is 60.9% African American, 30.3% Caucasian, 5% Hispanic, and 8.75% other. The Early Headstart program is 99% African American and 1% Caucasian. The system serves 13 identified homeless students, 11 Migrant students, and 42 English Language Learners.

Climate Ratings and Literacy/ ELA Outcomes

The climate ratings, PBIS designations, and literacy/ ELA achievement outcomes for Burke County Public Schools is:

	2017	2018	2019
WPS Climate Rating	5	5	5
WPS PBIS Status	Operational	Operational	Distinguished
BES Climate Rating	3	4	5
BES PBIS Status	Operational	Operational	Operational
SGA Climate Rating	5	5	5
SGA PBIS Status	Operational	Operational	Emerging
BCMS Climate Rating	3	3	3
BCMS PBIS Status	Installing	Installing	Emerging
BCHS Climate Rating	2	3	4
BCHS PBIS Status	Emerging	Emerging	Operational

Grade	2017	2018	2019
3 rd ELA Developing Learner and Above	58%	51%	59%
3 rd ELA Proficient Learner and Above	20%	21%	23%
5 th ELA Developing Learner and Above	60%	69%	63%
5 th ELA Proficient Learner and Above	25%	31%	25%
8 th ELA Developing Learner and Above	65%	63%	70%
8 th ELA Proficient Learner and Above	26%	14%	21%
9 th Lit. Developing Learner and Above	77%	64%	68%

9 th Lit. Proficient Learning and Above	31%	18%	39%
11 th Am. Lit. Developing Learner and Above	75%	77%	60%
11 th Am. Lit. Proficient Learner and Above	30%	25%	20%

Although the data shows an increase in the percentage of students scoring Developing Learner and above in 3rd grade students from 2019 to 2019, there is a concern that this percentage decreased for 5th grade students. The highlights are found in the increase in percentages of students scoring Proficient Learner and above in 3rd, 8th, and 9th grades from 2018 to 2019. However, if our students are to be adequately prepared for their lives beyond high school, be it college, career, or workforce ready, they must have proficient literacy skills. This is our current challenge at hand. One way to improve literacy is to improve the knowledge base and skill set of teachers regarding teaching foundational literacy, reading, and content literacy. Professional learning (henceforth referred to as PL throughout the grant application) on early literacy, the five pillars of literacy, content literacy, evidence-based instructional strategies, and literacy best practices for all content areas will be emphasized.

Engagement Plans

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

Engagement Plan Highlights

- District Literacy Team meets quarterly
- Invite stakeholders from community, childcare providers, and P-20 collaborative partners to form Literacy Coalition
- Promote literacy awareness and initiatives among all stakeholders and the community (including community events such as football games as a venue)
- Establish ongoing plan for data collection, analysis, and utilization, to include participation of the community, childcare providers, and P-20 collaboration partners in the analysis and decision-making process during Literacy Coalition meetings
- Include all stakeholders in PL on early literacy

- Adjust/ refine literacy goals based on data
- Develop readiness and early literacy workshops for parents and caregivers
- Contact local civic groups and leaders to explain literacy goals and initiatives and solicit their help in promoting literacy and reaching goals
- Address barriers that prevent families/ parents from attending and participating in literacy events (language, transportation, scheduling)
- Establish regular communication of data with stakeholders and offer PL to help with data interpretation
- Continue PL on formative assessment practices and differentiation
- Plan vertical teaming/ collaborative meeting for EHS, Pre-K, and kindergarten teachers
- Plan professional learning opportunities on research-based instructional strategies for pre-literacy skills for EHS and Pre-K staff
- Utilize the P-20 partnership to ensure alignment and communication of literacy initiatives in order to better prepare teachers entering the classroom
- Principals and District Leadership Team meets monthly following system level planning
- Faculty members from P-20 collaborative participate in the Literacy Coalition in order to align teacher preparation programs with community needs
- A representative from Burke County Public Schools will serve on the committee to establish and sustain Get GA Reading initiatives and activities in the community

BURKE COUNTY SCHOOLS: LEA-PARTNERSHIP MANAGEMENT PLAN AND KEY PERSONNEL

LEA Support; Key Personnel Involved in Grant

L4GA Grant implementation will be managed through Burke County Public Schools’ central office. Dr. Jessica Edenfield, Elementary Curriculum Director, will work with the District Literacy and Leadership Teams, Literacy Coalition, and school administrators to implement the grant. The key personnel involved in the implementation are listed in the chart below.

Superintendent Rudy Falana (rfalana@burke.k12.ga.us)
Elementary Curriculum Director Jessica Edenfield (jedenfield@burke.k12.ga.us)
Student Services Director Michelle Dye (mdye@burke.k12.ga.us)
Director of Testing and Instructional Technology Tyler Torek (ttorek@burke.k12.ga.us)
Federal Programs Director Cynthia Brogan (cbrogan@burke.k12.ga.us)
Student Support Coordinator Anthony Chiles (achiles@burke.k12.ga.us)
Director of Finance Alice Marchman (amarchman@burke.k12.ga.us)
Early Headstart Director Clarice Jones (cjones@burke.k12.ga.us)
WPS Principal Sam Adkins (sadkins@burke.k12.ga.us)
SGA Principal Joshua Brantley (jbrantley@burke.k12.ga.us)
BES Assistant Principal of Academics Rebecca Cook (rcook@burke.k12.ga.us)

BCMS Principal
Wanda Parrish (wparrish@burke.k12.ga.us)
BCHS Principal
Kaveous Preston (kpreston@burke.k12.ga.us)

The following four needs were identified as areas to improve in the District Improvement Plan, which is based off of the Comprehensive Needs Assessment:

- Increase stakeholder engagement
- Enhance abilities to gather, analyze, and use data to improve student achievement for all students
- Improve positive relationships between adults and students as well as among peers
- Increase the retention of effective teachers and school leaders

Each school's School Improvement Plan (SIP) in our feeder pattern has identified ELA/ Literacy outcomes for students as an area of need. Student achievement in ELA was noted as a gap on our district equity plan. Since literacy has a great impact on all content areas, the urgency to improve student outcomes in this area is a priority. Therefore, developing a solid foundation of professional knowledge in literacy instruction, including a working understanding of the five pillars of literacy and how to meet students' needs from phonemic awareness to comprehension of complex text, and responding in writing to literary and informational text, is vital. Utilization of grant funded PL opportunities, RESA consultants, school improvement specialists, in-house instructional coaches and in-house instructional coordinators, offering needed instructional materials (leveled libraries, etc.), administering screeners, data utilization and adopting a core reading program with an intervention component will assist in the endeavor to increase the quality of knowledge, skills, and instructional practices in literacy instruction. Literacy instruction across the curriculum continues to be a major focus of PL and school improvement.

Grant Management

When awarded the LAGA Grant, district/ school level leadership and the District Literacy Team will monitor the implementation of the Literacy Plans and grant initiatives. Procedures for communication and collaboration are in place to ensure the direct involvement of grant recipients in budget development, performance plan evaluation, and implementation of the grant. Progress towards grant implementation, goals/ objectives, and effectiveness will be assessed regularly. Administrators will work with the District Literacy Team and other stakeholders to identify literacy needs. Once needs are identified, administrators will collaborate with Dr. Edenfield and the Finance and Instructional Technology Directors to devise a budget, make purchases, and schedule, conduct, and complete required training. Implementation will be monitored through documented focus walk-throughs, TKES walk-throughs, formal observations, and surveys for

feedback. Individual professional development plans will be created as needed based on these observations.

Daily implementation of the literacy plan at each school will involve instructional coaches/ coordinators, principals, and assistant principals. The school-based monitoring team will include building administrators, the grant administrator, instructional coaches/ coordinator, assistant principals, and School Leadership Team members. This team will monitor factors such as utilization of research-based literacy instruction, differentiation of instruction, student engagement, and use of formative assessments data to inform instruction and interventions.

The Director of Finance will oversee requests and allocation of grant funds, purchasing resources, and auditing the grant. The Federal Programs Director will offer advice regarding federal programs regulations. Dr. Edenfield will assist with ensuring the alignment of grant initiatives with the Georgia Standards of Excellence (GSE) and advise on needs of gifted students and their teachers. The Student Services Director will advise on needs of special education students and their teachers. The Director of Instructional Technology will assist with identifying technological needs in each school. All district/ school personnel will be accountable for their respective roles in grant implementation.

The following chart identifies L4GA grant implementation roles/ tasks.

Department	Financial	Curriculum/ Instruction and Professional Learning	Instructional Technology	Federal Programs	Student Services	Literacy/ Leadership Teams and/ or Administrators
Tasks	Request/ Allocate grant funds Assist with budget development Assist as needed with purchase orders/ authorize payment Maintain financial records Audit grant	Ensure alignment of L4GA and GSE/ district goals Assist with budget development Determine literacy needs of gifted students and teachers Plan, coordinate, evaluate PL for grant implementation Monitor overall implementation and effectiveness of L4GA	Recommend technology based on school needs Assist as needed with budget Inventory all technology purchased with grant funds Install, maintain, train on new hardware and software as needed	Coordinate other federal program budgets to support Literacy Plans	Determine literacy needs of special education student and teachers Assist with budget development Monitor/ assess implementation of initiatives Coordinate RTI in accordance with the grant	Identify needs Develop budgets Implement initiatives Coordinate goals of literacy teams/ performance plans with SIP and district goals Administrators will monitor implementation of initiatives through observations and assessment analysis

Capacity to Administer Grant Funding

Burke County Public Schools is a fiscally conservative district. Our district has received many grants, yet have *no audit findings* regarding grant administration. Internal controls are in place to ensure that the system remains financially sound and that no improprieties occur. The following chart identifies some of the grants received.

Fiscal Year	Grant	Amount
2017	Title I-A Improving the Academic Achievement of the Disadvantaged	\$2,735,570.00
	Title II-A Improving Teacher Quality	\$269,254.00
	Title IV-B 21 st Century CCLC	\$402,500.00
	Special Ed-VIB Flowthrough	\$836,232.00
	CTAE Perkins IV Program Improvement	\$46,766.00
Total		\$4,290,856.00
2018	Title I-A Improving the Academic Achievement of the Disadvantaged	\$2,627,071.00
	Title II-A Improving Teacher Quality	\$174,722.00
	Title IV-B 21 st Century CCLC	\$752,500.00
	Special Ed-VIB Flowthrough	\$847,217.00
	CTAE Perkins IV Program Improvement	\$44,816.00
Total		\$4,446,326.00
2019	Title I-A Improving the Academic Achievement of the Disadvantaged	\$2,662,984.00
	Title II-A Improving Teacher Quality	\$223,287.00

	Title IV-B 21 st Century CCLC	\$772,476.00
	Special Ed-VIB Flowthrough	\$1,036,027.00
	CTAE Perkins IV Program Improvement	\$54,962.00
Total		\$4,749,736.00

Burke County Public Schools has remained in compliance with the requirements of each grant. BCPS is experienced in managing grants and coordinating resources to successfully implement a program/ activity. The District Leadership Team will continue to work collaboratively to determine goals and allocate financial resources. Staff members are familiar with the required process to procure items. The finance department is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. The federal programs department is adept in monitoring spending and ensuring that purchases are aligned to student needs and grant compliance. The technology department is adept in installing, maintaining, and inventorying technology. Principals in our district have years of experience in administering a variety of grants to include SIG and Striving Readers. Superintendent Falana has ensured that grant funding has always been directed with fidelity. Dr. Edenfield will approve purchases after verifying that requests align with grant guidelines and district purchasing procedures.

BURKE COUNTY SCHOOLS: RESOURCES, STRATEGIES AND MATERIALS TO SUPPORT IMPLEMENTATION OF THE LITERACY PLAN

Based on the needs identified by BCPS and the goals set for the district literacy plan, a big emphasis will be placed on understanding the foundations of reading and literacy acquisition, strategies for assisting struggling readers at all levels, and using data to drive instruction; all of which result in the formation of solid tier 1 instructional practices. In the early levels, B-5, an emphasis will be placed on a deeper understanding of the oral language development and literacy acquisition. This effort will be supported through professional learning with CSRA RESA consultants and attendance at Augusta University's ISL conference. Professional learning for Pre-K-5th grade teachers will focus on a deeper understanding of the five pillars of reading, skills development, and evidence-based instructional practices for assisting struggling readers. Our partnership with RESA will support this training. Our 6th-12th grade teachers will be focused on professional learning geared towards content literacy, skills development and acquisition, and evidence-based instructional strategies for assisting struggling readers at the secondary level. Our partnership with Augusta University will offer contractual services for this training in which a non-credit bearing, tailored reading endorsement is offered. This can be either onsite or online, dependent upon district need. The need for literacy coaches will be satisfied through RESA training with our instructional coaches, which will satisfy sustainability in personnel as they are current employees. Having onsite literacy coaches will offer sustainability to our literacy program practices.

The District Literacy Team also identified a need in the community for literacy awareness and exposure. By partnering with the Burke County Library, August Technical College, and Marie's Creative Kids Kindergarten, BCPS will host parent workshops pertaining to early literacy acquisition, bringing literacy into the home, and how to help children become good readers. In addition to community trainings, book distribution at a variety of community-based sites will occur, with the hope of distributing a minimum of 2,500 B-5 books to families in our community. We are also going to offer themed book bags available for check-out to B-5 families.

There is a great system need for additional data sources, complete with training, in order to identify weaknesses and influence growth and change. By administering the screeners and progress monitoring tools, along with current administered assessments, schools will be given data needed drive and enhance tier 1 instructional strategies. Another need identified through feedback from administrators and teachers, is one for a core tier 1 evidence-based instructional reading program with writing and intervention components that will also assist our tier 2/3 instructional practices. Multiple features of this program will be accessed online. In an effort to make this a seamless process, consultants will be hired to train teachers in all aspects of the evidence-based instructional program chosen. This will allow for sustainability and fidelity

within buildings. An additional need in this arena is the recruitment and training of retired teachers to be trained to administer the all of the additional screeners. This will protect instructional time for teachers and will expedite the assessment process. These retired recruits will be paid substitute pay for each day that they administer assessments.

According to Young and Moss (2006), students with access to books in their classroom have better attitudes regarding reading, as well as increased reading achievement and comprehension when compared to peers with less availability. Therefore, in an effort to meet the needs of all B-8th readers, leveled libraries will be purchased and introduced into every classroom. Instructional coaches and coordinators will assist in helping teachers select libraries appropriate to their student population.

Finally, in an effort to increase rigor, student engagement, and promote academically challenging classrooms, SEE-KS will be implemented in each classroom B-12th. With the combination of student engagement and social-emotional learning, SEE-KS is an evidence-based program that offers a coaching cycle to improve tier 1 instructional practices. The benefits of the SEE-KS program is seen this year through a partnership with Blakeney Elementary and the Deal Center this year in six classrooms 3rd-5th. As a district, this program will further enhance our instructional practices. The purchase of SEE-KS will include all related materials, as well as teacher and coach training for sustainability and fidelity.

BURKE COUNTY SCHOOLS: BUDGET SUMMARY

Burke County Public Schools will utilize L4GA funding in the following overarching categories:

- Professional learning
- Literacy material/ instructional resources
- Screening/ diagnostic/ progress monitoring assessments
- Family/ community engagement

The estimated budgeted percentages reflect the anticipated costs, as well as the prioritized need in our overall literacy plan. Providing professional learning for caregivers and teachers, along with instructional resources for our birth to 5th graders, is crucial to attaining our goal of proficiency in literacy instruction and closing the achievement gap in the area of literacy. The need to provide training and awareness to community stakeholders and parents in regards to literacy is vital for continuity and improvement. Another essential piece to improving literacy is our great need for effective assessments that pinpoint areas of deficit in literacy for our students. Data that can be analyzed and utilized to drive literacy instruction across the grade levels is needed desperately before change can occur and gains be made.

When planning for implementation, BCPS places great emphasis on sustainability. The district is committed to ensuring the success of the grant beyond the funding cycle to sustain programs, best practices, and active community engagement to enhance literacy instruction and improve student outcomes. BCPS will ensure that the following required L4GA grant allocations will be adhered to during budget planning and grant implementation:

- Birth-5 15%
- K-5th 40%
- 6th-8th 20%
- 9th-12th 20%
- Grant administration is 5%

The following table outlines the L4GA budget plan for the 3-year funding cycle of the grant.

Category	Needs	Year 1	Year 2	Year 3
Professional Learning (Literacy specific, B-12 th)	<ul style="list-style-type: none"> • Consultants • Substitutes • Travel • Stipends • Training materials (i.e., paper, toner, 	30%	35%	35%

	markers, chart paper, etc.)			
Literacy Materials/ Instructional Resources (early literacy, content literacy)	<ul style="list-style-type: none"> • Print/ digital texts; books; leveled libraries • Instructional materials/ core reading program (to include tier 1,2,3 instruction) • Consumables 	30%	25%	25%
Screening/ Diagnostic Assessments/ Progress Monitoring	<ul style="list-style-type: none"> • HMH Reading Inventory • DIBELS-Next • PALS • PPVT-4 	25%	25%	25%
Family/ Community Engagement (early literacy, literacy acquisition, literacy awareness)	<ul style="list-style-type: none"> • Correspondence costs • Paper • Toner • Posters • Flyers/ brochures/ handouts 	15%	15%	15%

References

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to student achievement*. New York: Routledge.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD

Young, Terrell A., and Barbara Moss. "Nonfiction in the classroom library: a literacy necessity." *Childhood Education*, vol. 82, no. 4, 2006, p. 207+. Accessed 26 Jan. 2020.

www.census.gov

www.neighborhoodscout.com

www.georgia-demographics.com

gafcp.org

<https://www.coxcampus.org/low-literacy-rates-directly-impact-georgias-future/>

<https://datacenter.kidscount.org/>

Burke County



Burke County Library
130 GA Highway 24 South
Waynesboro, Georgia 30830
(706) 554 3277
<http://www.gchrl.org>

January 29, 2020

To Whom It May Concern:

The Burke County Public Libraries support the Burke County Public Schools for the funding of the L4GA grant. The Burke County Library agrees to support the literary efforts by:

- 1) Have library card sign up tables at our school-based open houses
- 2) Host a few community literacy nights at the library
- 3) Setting up a table and handing out books at our school-based literacy nights

We are committed to provide quality academic experience to all students and to make certain this would be a great opportunity for the community to collaborate and make plans to help educate more children and work towards meeting the literacy needs for everyone.

If you have any questions or concerns, please contact me.

Sincerely,



Gwendolyn Jackson,
Burke County Library Manager



February 5, 2020

To Whom It May Concern:

We write you today expressing the commitment of Augusta University's College of Education to partner with the Burke County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Burke County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school, success in school and beyond.

Augusta University serves as a partner with the Burke County School System as members of the East P-20 Collaborative. The partnership provides the district with professional learning opportunities, resources, networking, and facilities usage. Augusta University realizes that a true partnership between the university and school district creates a common understanding, shared language, and united vision. Our relationship helps create a seamless transition for the novice teachers as they move from the university to working in a school. Augusta University's College of Education is prepared to assist with professional learning plans for school district faculty included in Burke County's L4GA Grant application.

We hope to affect positive change through combined, sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

Dr. Judi Wilson
Dean
College of Education
Augusta University
jwilso24@augusta.edu
706-667-4368

COLLEGE OF EDUCATION
Office of the Dean



**Communities
In Schools**
Burke County



family connection

PO Box 418
305 Park Drive, Building #3, Rm#37
Waynesboro, GA 30830

PH: 706-554-7213
Fax: 706-554-9995
www.cisbcfc.org

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Church of Burke
County*

Diana Royal
The True Citizen

Lizzie White
*Community
Member*

Teresa L. Carter
Executive Director

January 30, 2020

To Whom It May Concern:

Communities In Schools of Burke County-Family Connection, Inc. supports Burke County Public Schools' application for L4GA funding. CISBC-FC and the Get GA Reading Committee agree to support the literacy efforts of the Burke County School System by:

- 1) Distributing books to Early Headstart and Pre-K students.
- 2) Having a table and distributing books at a fall football game.

We believe that Burke County Public Schools is committed to working diligently to ensure that literacy needs are met for all students.

If you have any questions, please feel free to contact me.

Sincerely,

Teresa L. Carter, Executive Director



MARIE'S CREATIVE KIDS KINDERGARTEN

601 W. 6TH ST.

WAYNESBORO, GA 30830

706-437-1467

January 31, 2020

To Whom It May Concern:

Marie's Creative Kids Kindergarten supports Burke County Public Schools in their pursuit of the L4GA grant. Through this partnership, Marie's Creative Kids Kindergarten agrees to support the efforts of Burke County Public Schools in increasing community literacy by:

1. Increasing parental awareness of early literacy
2. Increase access to books for children ages 0-5

Marie's Creative Kids Kindergarten is committed to assisting Burke County Public Schools in increasing literacy outcomes in our community. If you have any questions, please feel free to contact me.

Respectfully,

A handwritten signature in black ink, appearing to read 'Felicia Lewis', written in a cursive style.

Felicia Lewis

Director



Dr. Debbie Alexander
Executive Director

4683 Augusta Hwy., S.E.
Dearing, Georgia 30808
Phone: (706) 556-6225
Fax: (706) 556-8891
www.csraresa.net

A Regional Educational Service Agency for the schools of

BURKE COUNTY
COLUMBIA COUNTY
EMANUEL COUNTY
GLASCOCK COUNTY
JEFFERSON COUNTY
JENKINS COUNTY
LINCOLN COUNTY
MCDUFFIE COUNTY
RICHMOND COUNTY
TALIAFERRO COUNTY
WARREN COUNTY
WILKES COUNTY

2/1/2020

To whom it may concern:

Please accept this letter of support for the Burke County School System’s application for L4GA grant funding. If the proposal submitted by Burke County is selected for funding by the Georgia Department of Education, it is the intent of CSRA RESA to collaborate as detailed in their proposal to support teacher’s professional learning around Foundational Literacy.

Burke County School System is an active member of CSRA RESA. CSRA RESA is one of 16 Regional Educational Service Agencies in Georgia, and serves the counties of Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren and Wilkes. We serve 123 schools with approximately 78,400 students and 5,000 teachers. We offer educators a variety of opportunities for job-embedded professional learning and coaching. This includes our Educator Preparation Program (EPP) which prepares teachers from non-traditional degree programs for initial certification through GaTAPP and prepares certified teachers through content endorsement programs in Gifted, K-5 Mathematics, and K-12 Reading. In partnership with our schools and systems, we strive to provide high quality professional learning to support teachers and schools throughout the CSRA.

CSRA RESA partners with the Get Georgia Reading (GGR) Campaign and the community campaigns around the region and state. We recognize the significant and long-term consequences for all Georgians when students are not reading on grade level. Addressing the GGR pillar of teacher preparation and effectiveness, we are fully committed to helping to reduce the barriers to learning for our youngest learners by emphasizing reading proficiently by the end of third grade. We work alongside local collaborative service agencies to stay informed of critical issues facing our families and children. We can leverage our services to develop innovative solutions to complex problems to address the GGR pillars of language nutrition, access and helping to create positive learning climates for students.

CSRA RESA also partners with the Sandra Deal Center for Early Language and Literacy to provide professional learning and classroom coaching on student engagement by fostering *Investment, Independence, and Initiation using the SEE-KS framework and through Language and Literacy Mentoring for Leadership (LLM)*.

We look forward to Burke County School System being awarded this funding. We are committed to supporting their work to strengthen literacy from birth-12th grade and believe this is key to changing the landscape of communities and positively impacting the lives of all children in the district.

Thank you,

Dr. Debbie Alexander



February 10, 2020

To Whom It May Concern:

Augusta Technical College supports Burke County Public Schools in their pursuit of the L4GA grant. Through this partnership, Augusta Tech agrees to support the efforts of Burke County Public Schools in increasing community literacy by:

1. Hosting literacy events where books are given out to families
2. Continuing to work closely with Burke County High School students enrolled in the dual enrollment classes at ATC.
3. Having flyers regarding the importance of early literacy available for parents and community members.

Augusta Technical College is committed to assisting Burke County Public Schools in increasing literacy outcomes in our community and strengthening this partnership by continuing to partner with BCPS lab schools, as well as by meeting dual enrollment needs. If you have any questions, please feel free to contact me at gcoursey@augustatech.edu or 706-437-6808.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Gregory Coursey, Jr.', is written over a light blue horizontal line.

Gregory Coursey, Jr.

Campus Coordinator

Academic Affairs

August Technical College

Waynesboro Campus

Teresa L. Carter, Executive Director
Communities In Schools of Burke County-Family Connection, Inc.
305 Park Drive, Building #3, Rm#37, Waynesboro, GA 30830
Phone: 706-554-7213
Fax: 706-554-9995

----- Original Message -----

Subject: RE: Invitation to Join the Get Georgia Reading Campaign
From: Akia Lewis <Akia@gafcp.org>
Date: Wed, January 22, 2020 1:33 pm
To: Teresa L Carter <tcarter@cisbcfc.org>

Thanks for checking in. Yes, we have everything we need. We extended invitations a little later than usual, so we're allowing a bit more time before we announce new communities. Burke County is officially a Campaign Community though.

We appreciate the excitement in your community, and look forward to working with you.

Best,
Akia

Akia D. Lewis, MPA, PMP
Project Manager, Get Georgia Reading Campaign
404-739-0048 (direct)
akia@gafcp.org

Application: Burke County SGA Elementary

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	SGA Elementary School
System ID	617
School ID	0196

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

24

Number of Paraprofessionals or Teaching Assistants in School

14

Principal or Director

Name	Joshua Brantley
Position	Principal
Email	jbrantley@burke.k12.ga.us
Phone	478-569-4322

L4GA 2019 School Contact

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

Name	Joshua Brantley
Position	Principal
Email	jbrantley@burke.k12.ga.us
Phone	478-569-4322

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountySGAElementaryLitPlan](#)

Filename: BurkeCountySGAElementaryLitPlan.pdf Size: 320.5 kB

Application: Burke County Middle School

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	Burke County Middle School
System ID	617
School ID	0188

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

71

Number of Paraprofessionals or Teaching Assistants in School

25

Principal or Director

Name	Wanda Parrish
Position	Principal
Email	wparrish@burke.k12.ga.us
Phone	706-554-3532

L4GA 2019 School Contact

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

Name	Wanda Parrish
Position	Principal
Email	wparrish@burke.k12.ga.us
Phone	706-554-3532

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountyBurkeCountyMiddleSchoolLitPlan](#)

Filename: BurkeCountyBurkeCountyMiddleSchoolLitPlan.pdf **Size:** 320.4 kB

Application: Burke County High School

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	Burke County High School
System ID	617
School ID	0288

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

100

Number of Paraprofessionals or Teaching Assistants in School

35

Principal or Director

Name	Kaveous Preston
Position	Principal
Email	kpreston@burke.k12.ga.us
Phone	706-554-6691

L4GA 2019 School Contact

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

Name	Kaveous Preston
Position	Principal
Email	kpreston@burke.k12.ga.us
Phone	706-554-6691

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountyBurkeCountyHighSchoolLitPlan](#)

Filename: BurkeCountyBurkeCountyHighSchoolLitPlan.pdf Size: 319.9 kB

Application: Burke County Blakeney Elementary School

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	Blakeney Elementary School
System ID	617
School ID	0104

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

58

Number of Paraprofessionals or Teaching Assistants in School

40

Principal or Director

Name	Rebecca Cook
Position	Assistant Principal
Email	rcook@burke.k12.ga.us
Phone	706-554-2265

L4GA 2019 School Contact

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

Name	Rebecca Cook
Position	Assistant Principal
Email	rcook@burke.k12.ga.us
Phone	706-554-2265

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountyBlakeneyElementaryLitPlan](#)

Filename: BurkeCountyBlakeneyElementaryLitPlan.pdf Size: 323.7 kB

Application: Burke County Waynesboro Primary School

Jessica Edenfield - jedenfield@burke.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Burke County Public Schools
School or Center Name	Waynesboro Primary School
System ID	617
School ID	2056

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

74

Number of Paraprofessionals or Teaching Assistants in School

86

Principal or Director

Name	Sam Adkins
Position	Principal
Email	sadkins@burke.k12.ga.us
Phone	706-554-5125

L4GA 2019 School Contact

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

Name	Sam Adkins
Position	Principal
Email	sadkins@burke.k12.ga.us
Phone	706-554-5125

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[BurkeCountyWaynesboroPrimaryLitPlan](#)

Filename: BurkeCountyWaynesboroPrimaryLitPlan.pdf **Size:** 319.4 kB

Burke County High School Literacy Plan

School History:

The Burke County School System was established in 1904 in Waynesboro. Although the beginnings of the system hosted schools based in every church community, over the years only one high school remains. In 1987, the most recent building was opened as Burke County Comprehensive High School, which at the time was one of the only comprehensive high schools in the state. BCHS serves 1,202 students and houses 154 staff members, not including food service workers. Burke County High partners with local colleges such as Augusta Technical College, Augusta University, Agnes Scott, and Georgia Military to offer dual enrollment programs. The staff includes a principal, 4 assistant principals, two instructional coaches, four guidance counselors, and a media specialist. The student population is 8% students with disabilities, 6% gifted and less than 1% EL.

Administrative and School Leadership Team:

Burke County Middle School is led by the Principal, Dr. Kaveous Preston, Assistant Principals, Antonio Young, Marcus Moore, June Powell, and Garry Fulcher, Instructional Coaches, Renee Hickman and Adrienne Griffith, and a Graduation Coach, Purvis Dukes. All administrators hold post-secondary degrees in leadership and administration. In addition to building level administrators, our Leadership Team consists of one representative from each grade level, department chairs, a representative from the extracurricular area, a guidance counselor, the media specialist, a special education teacher, and a parent. These representatives hold various post-secondary credentials including the Gifted, Reading, STEM, and ESOL endorsements. Within the Leadership Team are the individuals that comprise the School Literacy Team. This team meets to review school data, discuss data trends, develop plans for increasing instructional improvement and student achievement, and plan activities related to literacy and reading.

Community Assets:

The following groups support BCHS:

- Communities in Schools
- Burke County Sheriff's Office
- Waynesboro Police Department
- Waynesboro Fire Department
- Burke County EMA
- Southern Nuclear/ Plant Vogtle
- Walmart
- Burke County Chamber of Commerce
- Get Burke Reading Partners
- 1st National Bank
- Southern Bank

- The Family Y
- Burke County Recreation Department
- Augusta Technical College

Past Instructional Initiatives:

BCHS was a Title I Distinguished School and a SIG recipient. Students were assessed based on summative assessments, STAR, cumulatives, AP exams, and EOCs. PLCs came into play around 2004 and vertical planning ensued. Mastery of Intervention, a tutoring program before and after school has been employed. Programs used over the years include SRA Reading, Plato, Edgenuity, credit recovery, and NewsELA. Participation in curriculum development, unit assessment writing, and curriculum map/pacing guide writing are continuous.

Current Instructional Initiatives:

BCHS has had a focus on strengthening literacy in our students over the past year. The school implemented the following to support literacy instruction:

- Study Teams
- Formative Assessment training and usage
- Monitor writing progress using WriteScore
- Create interventions for students reading below grade-level
- Offer reading support classes for 9th graders

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Burke County High School serves an economically disadvantage population of students. A major concern in our school is the number of below grade-level students we have in reading. This is reflected on our achievement data from our 9th and 11th EOC participants. Over the past three years, 23-32% of our 9th grade students have scored Beginning Learner in 9th grade Literature. Over the past three years, 23-40% of our 11th grade students have scored Beginning Learner in American Literature. At this point in a student's career, it is imperative that they are able to read and comprehend grade-level text. At the high school level, our ultimate goal is to prepare our students for the next level, either college or career. When students in the high school are unable to meet the grade-level requirements, it is difficult to close the deficit. This leads to the potential for high school students to drop-out before completion. Last year our graduation rate dropped very slightly, from a 91.6% to 91.5%. Overall, our CCRPI score increased and only our students with disabilities did not meet their target. We want to be able to increase our graduation rate and the achievement of all subgroups.

Being L4GA recipients would enable us to fund professional learning opportunities needed to understand content literacy. We also need professional learning to assist secondary teachers with developing and implementing interventions to assist struggling readers. The grant would also enable us to collect more data on students in order to paint an accurate picture to our parents and stakeholders.

Another issue that we have, based on feedback and attendance totals a lack of parental engagement overall. The L4GA grant would enable us to partner with Get Burke Reading and other community supporters to host parent workshops and community literacy nights.

Goals	Action	Who	When	Assessment
All EOC subject areas will reach an 83% pass rate (70% or higher) on the EOC	Develop aligned formative and unit assessments that include more level 3 questions	Teachers Instructional Coaches	2020-2023 School year/ continuous	EOC results Summative data PLC minutes
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Sponsor/ host at least 3 parent/ community literacy workshops to assist with knowledge of literacy, EOC information, and expectations at the secondary level	Partner with Get Burke Reading and other community partners to plan events and workshops to promote literacy and inform parents of the importance of literacy	School Literacy Team Get Burke Reading Community Partners Title I Parent Coordinator	2020-2023 School year/ on-going	Parent surveys/ feedback Sign-In sheets Attendance totals
Increase rigor in classes in order to build literacy skills	Professional learning in creating high-order thinking questions	Teachers Instructional Coaches RESA consultants	2020-2023/ School years/ continuous	PLC minutes Writing assessment data EOC results
Create interventions for struggling readers	Professional learning in: <ul style="list-style-type: none"> • Content literacy • Evidence-based interventions • Evidence-based instructional practices in literacy 	Teachers Instructional Coaches RESA consultants AU contracted staff	2020-2023 School years/ continuous	Teacher surveys Feedback/ instructional walk-throughs EOC results
Analyze and utilize an array of data to predict	Train PLC leaders on data analysis and usage.	Teachers Instructional Coaches	2020-2023 School years/ continuous	PLC minutes Teacher feedback

student achievement outcomes				TKES ratings (5, 6)
District Goals:				
<ul style="list-style-type: none"> • Improve B-12th literacy, thus improving student achievement in all contents. • Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments. 				

Blakeney Elementary School Literacy Plan

School History:

Blakeney Elementary School was established in 1966 in Waynesboro. Originally a high school and elementary school, then later a junior high after integration, the elementary school entity continues today, although in a much newer building. BES is home to 785 students and 119 staff members, not including food service workers. The staff includes 3 assistant principals, an instructional coach, two guidance counselors, and media specialist. The position of principal is currently not filled. The student population is 26% EIP, 13% students with disabilities, 14% gifted, and 5% EL.

Administrative and School Leadership Team:

Blakeney Elementary School currently has an opening for principal. There are three Assistant Principals, Bobby Moore, Jacqueline Jones, and Rebecca Cook, and Instructional Coach, Sabrina Preston. All administrators hold post-secondary degrees in leadership and administration. In addition to building level administrators, our Leadership Team consists of one representative from each grade level, a representative from the extracurricular area, a guidance counselor, the media specialist, the 21st Century Program site administrator, two EIP resource teachers, and a parent. These representatives hold various post-secondary credentials including the Gifted, Reading, ESOL, and Coaching endorsements. Within the Leadership Team are the individuals that comprise the School Literacy Team. This team meets to review student data, discuss data trends, develop plans for increasing instructional improvement and student engagement, and plan activities related to literacy and reading.

Community Assets:

The following groups support Blakeney Elementary School:

- Communities in Schools
- Burke County Sheriff's Office
- Waynesboro Police Department
- Waynesboro Fire Department
- Burke County EMA
- Southern Nuclear/ Plant Vogtle
- Walmart
- Burke County Chamber of Commerce
- Get Burke Reading Partners
- Parent Teacher Organization
- 1st National Bank
- Southern Bank
- The Family Y

- Burke County Recreation Department

Past Instructional Initiatives:

BES was a Title I Distinguished School, a GOSA Striving Readers participant, and at one time placed emphasis on the Four Blocks by Patricia Cunningham for literacy instruction. Students were assessed based on Nifty-Thrifty-Fifty word lists, grade-level benchmark assessments, CRCT, ITBS, Georgia Writing Assessment, Aimsweb, STAR, and GMAS EOGs. PLCs came into play around 2004 and vertical planning ensued. Resource EIP teachers have been employed across grade levels to assist identified students decrease deficits in basic skills. Aimsweb was used as a universal screener and progress monitoring tool, which was replaced by STAR. Programs used over the years include Six Minute Solutions, 6 Traits, Write From the Beginning, Power Writing/ Quick Writes, My Lexia, Reading Street, Reading Plus, Study Island, Accelerated Reader, and Raz Plus. Participation in curriculum development, benchmark writing, and curriculum map/ pacing guide writing are continuous.

Current Instructional Initiatives:

Blakeney Elementary School has had a focus on strengthening literacy in our students over the past year. The school implemented the following to support literacy instruction:

- Balanced literacy framework
- Differentiated reading groups and flex grouping
- Study Teams
- Deal Center Partnership that includes literacy mentors
- Deal Center Partnership for SEE-KS training/ coaching with 6 teachers
- Formative Assessment training and usage
- Reading tutors deliver Barton reading

Individual School Professional Learning Needs:

Blakeney Elementary School's Comprehensive Needs Assessment identified an overarching need in the area of literacy, leading to the following professional learning needs:

- Deeper understanding of early literacy development and skills
- 5 pillars of reading and how to enhance skills for each
- Evidence-based strategies for assisting struggling readers/ enhancing tier 2/3 instructional practices
- Evidence-based intervention strategies
- Sustaining a balanced literacy framework and continued support for enhancing the components
- Tier 1 core instructional program
- Deepening understanding of data analysis and utilization from a variety of sources
- Differentiation

- Engaging parents and community in detecting early literacy deficits and overcoming them
- Student engagement and academically challenging environments

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Blakeney Elementary School serves an economically disadvantage population of students. We currently track STAR Lexile growth in grades 3-5, and use this as a predictor for student achievement on GMAS. At the beginning of the year, we gave our initial STAR test to identify weakness in grade levels. The average beginning of the year Lexiles were as follows:

- 3rd graders: 260L
- 4th graders: 395L
- 5th graders: 575L

No grade level averages fell within their given “stretch” band; all fell significantly below. Being that our school plays host to students’ first experience with high-stakes testing, we are at an extreme disadvantage when students are this far below expected Lexile. We have noticed that this deficit in reading greatly impacts all of the other content areas. Our students being below grade level in reading also hinders our ability to improve in our achievement rates, as expected on the Closing the Gaps component of the CCRPI. On this particular indicator last year our school dropped 73.4 points. For ELA targets, the only subgroups that made progress, but did not meet the target, were black and multi-racial students. Being L4GA recipients would enable us to fund professional learning opportunities needed to understand skills acquisition and assist struggling readers, strengthen our balanced literacy framework, and increase student engagement. A push that we have attempted this year is to incorporate differentiated reading groups into our small group instruction and focus on formative assessments. It would also a true asset to obtain multiple data points from screeners and assessments that we do not currently have, but could fund through the grant. This would allow data to truly drive our instruction. The L4GA grant would allow us to fund leveled libraries for our classrooms and purchase level reading sets that are appropriate for our students, instead of attempting to choose readers from the bookrooms. Another issue that we have, based on feedback and attendance totals, is the lack of parental understanding of literacy acquisition and a lack of parental engagement overall. The L4GA grant would enable us to partner with Get Burke Reading and other community supporters to host parent workshops and community literacy nights.

Goals	Action	Who	When	Assessment
Increase Lexile levels of students by a minimum of 100 points	Professional learning in: <ul style="list-style-type: none"> • Early literacy acquisition and development • 5 pillars of reading 	Teachers Instructional Coach RESA consultants AU contracted staff	2020-2023 School years/ on-going	STAR Teacher surveys Feedback/ instructional walk-throughs

	<ul style="list-style-type: none"> Evidence-based interventions Balanced literacy Evidence-based instructional practices in literacy 			
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Increase percentage of students achieving Proficient and Distinguished on GMAS ELA by 3%	Develop formative and summative assessments to monitor progress of students	Teachers Instructional Coach	2020-2021 School year/ ongoing	GMAS reports Summative data
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Increase student engagement as indicated in SEE-KS program (will need baseline)	School-wide participation in SEE-KS program	Teachers Aps Instructional Coach SEE-KS consultant/ trainers	2020-2023 School years/ ongoing	SEE-KS engagement data GMAS achievement scores TKES rating (8)
Increase number of parents at school sponsored activities by 3%	Team with Get Burke Reading and other community partners to host parent workshops and literacy nights (on and off campus)	School staff Get Burke Reading partners Community partners School Literacy Team Parents	2020-2023/ School Year/ on-going	Sign-in sheets Parent feedback surveys

District Goals:

- Improve B-12th literacy, thus improving student achievement in all contents.

- Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments.

Burke County Middle School Literacy Plan

School History:

The Burke County School System was established in 1904 in Waynesboro. Although the beginnings of the system hosted schools based in every church community, over the years only one middle school remains: Burke County Middle School. BCMS serves 973 students and hosts 118 staff members, not including food service workers. The staff includes a principal, 4 assistant principals, two instructional coaches, three guidance counselors, and a media specialist. The student population is 11% students with disabilities, 10% gifted and 1% EL.

Administrative and School Leadership Team:

Burke County Middle School is led by the Principal, Wanda Parrish, Assistant Principals, James Epps, Clarence Guidry, Merla Jones, and Cathy Cancer, and Instructional Coaches, Patricia Carter and Adrienne Saulsberry. All administrators hold post-secondary degrees in leadership and administration. In addition to building level administrators, our Leadership Team consists of one representative from each grade level, department chairs, a representative from the extracurricular area, a guidance counselor, the media specialist, a tutor, and a parent. These representatives hold various post-secondary credentials including the Gifted, Reading, STEM, and ESOL endorsements. Within the Leadership Team are the individuals that comprise the School Literacy Team. This team meets to review school data, measure student growth, discuss data trends, develop plans for increasing instructional improvement and student achievement, and plan activities related to literacy and reading.

Community Assets:

The following groups support BCMS:

- Communities in Schools
- Burke County Sheriff's Office
- Waynesboro Police Department

- Waynesboro Fire Department
- Burke County EMA
- Southern Nuclear/ Plant Vogtle
- Walmart
- Burke County Chamber of Commerce
- Get Burke Reading Partners
- Parent Teacher Organization
- 1st National Bank
- Southern Bank
- The Family Y
- Burke County Recreation Department

Past Instructional Initiatives:

BCMS was a Title I Distinguished School and at one point was pursuing STEM certification. Students were assessed based on unit assessments, CRCT, Georgia Writing Assessment, Aimsweb, STAR, and GMAS EOGs. PLCs came into play around 2004 and vertical planning ensued. Tutors have been employed across grade levels to assist identified students decrease deficits in basic skills. Extended Learning Time (ELT) was employed several years ago to offer remediation and enrichment as appropriate to students. Another initiative, Drop Everything and Read (DEAR) was practiced daily during homeroom. Aimsweb was used as a universal screener and progress monitoring tool, which was replaced by STAR. Programs used over the years include SRA Reading, My Lexia, Reading Plus, Study Island, Accelerated Reader, and NewsELA. Participation in curriculum development, unit assessment writing, and curriculum map/ pacing guide writing are continuous.

Current Instructional Initiatives:

BCMS has had a focus on strengthening literacy in our students over the past year. The school implemented the following to support literacy instruction:

- Scheduled Sustained Silent Reading daily with monitoring piece and student goals
- Study Teams

- Formative Assessment training and usage
- Paraprofessionals received Barton training to assist struggling readers
- Family fun nights centered around literacy
- Barton reading tutors
- Homeroom help for struggling readers
- Monitor writing progress using WriteScore
- Create interventions for students reading below grade-level

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Burke County Middle School serves an economically disadvantage population of students. We currently track STAR Lexile growth in grades 6-8, and use this as a predictor for student achievement on GMAS. At the beginning of the year, we gave our initial STAR test to identify weakness in grade levels. The average beginning of the year Lexiles were as follows:

- 6th graders: 695L
- 7th graders: 820L
- 8th graders: 875L

No grade level averages fell within their given “stretch” band; all fell significantly below. In fact, the average Lexile for each grade level fell 2-3 grade levels below. This considerably alarming given that research indicates students who are not reading on-grade level by 4th grade will never catch up. We have noticed that this deficit in reading greatly impacts all of the other content areas. This also may be a leading contributor to classroom disruptions and lack of student motivation. Simply acquiring and using grade-level content vocabulary becomes a struggle across the contents. Being L4GA recipients would enable us to fund professional learning opportunities needed to understand content literacy. We also need professional learning to assist secondary teachers with developing and implementing interventions to assist struggling readers. The L4GA grant would also allow us to fund leveled libraries for our classrooms and purchase level reading sets that are appropriate for our students. Another issue that we have, based on feedback and attendance totals a lack of parental engagement overall. The L4GA grant would enable us to partner with Get Burke Reading and other community supporters to host parent workshops and community literacy nights.

Goals	Action	Who	When	Assessment
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Increase Lexile levels of students by a minimum of 100 points in 80% of students	Professional learning in: <ul style="list-style-type: none"> • Content literacy • Evidence-based interventions • Evidence-based instructional practices in literacy 	Teachers Instructional Coaches RESA consultants AU contracted staff	2020-2023 School years/ continuous	STAR Teacher surveys Feedback/ instructional walk-throughs
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Increase the number of Proficient and Distinguished Learners on GMAS ELA by 3%	Develop aligned formative and unit assessments that include more level 3 questions	Teachers Instructional Coaches	2020-2023 School year/ continuous	GMAS reports Summative data PLC minutes
Sponsor/ host at least 3 parent/ community literacy workshops to assist with knowledge of literacy, Lexiles, and expectations at the secondary level	Partner with Get Burke Reading and other community partners to plan events and workshops to promote literacy and inform	School Literacy Team Get Burke Reading Community Partners Title I Parent Coordinator	2020-2023 School year/ on-going	Parent surveys/ feedback Sign-In sheets Attendance totals

	parents of the importance of literacy			
Increase students' writing scores and written response skills	Professional learning in evidence-based writing strategies	Teachers Instructional Coaches RESA consultants	2020-2023/ School years/ continuous	PLC minutes Writing assessment data GMAS reports
District Goals:				
<ul style="list-style-type: none"> • Improve B-12th literacy, thus improving student achievement in all contents. • Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments. 				

Waynesboro Primary School Literacy Plan

School History:

Waynesboro Primary School was established in 1992, having been known as Waynesboro Elementary in the prior years. Waynesboro Primary serves 1,055 students, grades Pre-K-2nd. There are 170 staff members, not including custodians and food service personnel. The staff includes a principal, 2 assistant principals, an instructional coordinator, 2 full-time guidance counselors, and one full-time media specialist. The student population is comprised of 12% students with disabilities, 8% Early Intervention Program (EIP) students, 6% gifted students, and 1% English Language Learners (EL) students.

Administrative and School Leadership Team:

Waynesboro Primary School is led by Principal, Sam Adkins, Assistant Principals, John Frey and Dr. Mia Lakes, and Instructional Coordinator, Julie Jones. All administrators hold post-secondary degrees in leadership and administration. In addition to building level administrators, our Leadership Team consists of one representative from each grade level, a representative from the extracurricular area, a guidance counselor, the media specialist, two parents, and a paraprofessional. These representatives hold various post-secondary credentials including STEM, ESOL, Reading, and Gifted endorsements. Within the Leadership Team are the individuals that comprise the School Literacy Team. This team meets to review student data, measure student growth, discuss data trends, develop plans for increasing instructional improvement and student achievement, and plan activities related to literacy and reading.

Community Assets:

The following groups support Waynesboro Primary School:

- Communities in Schools
- Burke County Sheriff's Office
- Waynesboro Police Department
- Waynesboro Fire Department
- Burke County EMA
- Southern Nuclear/ Plant Vogtle
- Walmart
- Burke County Chamber of Commerce
- Get Burke Reading Partners
- McDonalds
- Parent Teacher Organization
- 1st National Bank
- Southern Bank

- Blanchard Equipment
- The Family Y
- Burke County Recreation Department

Past Instructional Initiatives:

Waynesboro Primary was a Title I Distinguished School, a GOSA Striving Readers participant, and at one time placed emphasis on the Four Blocks by Patricia Cunningham for literacy instruction. Students were assessed based on Dolch word lists, word pattern lists, Aimsweb, STAR, and grade-level benchmark assessments. Student Work Analysis Teams (SWAT) paved the way to establishing PLCs in 2004. Reading tutors have been employed across grade levels to assist identified students decrease deficits in basic skills. Aimsweb was used as a universal screener and progress monitoring tool, which was replaced by STAR. Programs used over the years include Power Writing, Write From the Start, Waterford, My Lexia, Reading Street, Sadlier Phonics, Reading Horizons, Accelerated Reader, and Raz Plus. Participation in curriculum development, benchmark writing, and curriculum map/pacing guide writing have are continuous.

Current Instructional Initiatives:

Waynesboro Primary School has had a focus on strengthening literacy in our students over the past two years. The school implemented the following to support literacy instruction:

- Balanced literacy framework
- In-house writing assessment/ prompts with rubrics
- Differentiated reading groups
- Study teams/ formative assessment walk-throughs
- Explicit phonics instruction
- Barton Reading (tutors trained)

Individual School Professional Learning Needs:

Waynesboro Primary School's Comprehensive Needs Assessment identified an overarching need in the area of literacy, leading to the following professional learning needs:

- Deeper understanding of early literacy development and skills
- 5 pillars of reading and how to enhance skills for each
- Evidence-based strategies for assisting struggling readers/ enhancing tier 2/3 instructional practices
- Evidence-based intervention strategies
- Sustaining a balanced literacy framework and continued support for enhancing the components
- Tier 1 core instructional program
- Increasing stakeholder/ parent engagement in the area of literacy

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Waynesboro Primary School serves an economically disadvantaged population of students. Often, given the low population of EIP students, we see a clear discrepancy in how students are performing in class versus how they perform on tests and screeners. At the beginning of the 2019-2020 school year, 2nd grade students had an average BR40 Lexile. The grade-level “stretch” band for 2nd graders falls between 420L-650L. Our students were not even averaging a 1st grade Lexile. When students are this far behind, it puts both students and teachers at a disadvantage trying to not only read on-grade level text, but also preparing for the next grade level. Being L4GA recipients would enable us to fund professional learning opportunities needed to understand skills acquisition and assist struggling readers, as well as strengthen our balanced literacy framework. A push that we have attempted this year is to incorporate differentiated reading groups into our small group instruction. The L4GA grant would allow us to fund leveled libraries for our classrooms and purchase level reading sets that are appropriate for our students, instead of pillaging through our hallway bookrooms. The grant would also benefit us in providing funding for the needed professional learning regarding literacy and literacy acquisition from literacy professional outside of our district. Another issue that we have, based on feedback, is the lack of parental understanding of literacy acquisition and a lack of parental engagement overall. The L4GA grant would enable use to partner with Get Burke Reading and other community supporters to host parent workshops and literacy nights.

Goals	Action	Who	When	Assessment
Improve student Lexiles by 100 points for 80% of 1 st / 2 nd grade students	Professional learning in: <ul style="list-style-type: none"> • Early literacy acquisition and development • 5 pillars of reading • Evidence-based interventions • Balanced literacy 	Teachers Instructional Coordinator RESA consultants AU contracted staff	2020-2023 School years/ on-going	STAR Teacher surveys Feedback/ instructional walk-throughs
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
80% of kindergarten students will recognize 65-92 words from the kindergarten word list	Professional learning in: <ul style="list-style-type: none"> • Early literacy acquisition and development 	Teachers Instructional Coordinator	2020-2023 School years/ on-going	Word list checklists Teacher surveys Feedback/ instructional walk-throughs

	<ul style="list-style-type: none"> • 5 pillars of reading • Evidence-based interventions • Balanced literacy 	<p>RESA consultants</p> <p>AU contracted staff</p>		
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Increase number of parents at school sponsored activities by 3%	Team with Get Burke Reading and other community partners to host parent workshops and literacy nights (on and off campus)	School staff Get Burke Reading partners Community partners School Literacy Team Parents	2020-2023/ School Year/ on-going	Sign-in sheets Parent feedback surveys
District Goals:				
<ul style="list-style-type: none"> • Improve B-12th literacy, thus improving student achievement in all contents. • Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments. 				

SGA Elementary School Literacy Plan

School History:

SGA Elementary School was established in 1988 as a 3rd through 6th grade school and was housed in the old SGA High School building. After the consolidation of two elementary schools in the area, in 1995 SGA moved into their recent location and became home to Pre-kindergarten through 5th grade students, since 6th graders had previously moved to Burke County Middle School. SGA serves 276 students in one of the most impoverished areas of the county. There are 53 staff members, not including custodians and school nutrition workers. The Staff includes a principal, assistant principal, instructional coach, guidance counselor, and media specialist. The student population is 20% EIP, 14% students with disabilities, 2% gifted, and less than 1% EL students.

Administrative and School Leadership Team:

SGA Elementary School is led by Principal, Joshua Brantley, Assistant Principal, Cynthia Hill, and Instructional Coach, Amanda Lively. All administrators hold post-secondary degrees in leadership and administration. In addition to building level administrators, our Leadership Team consists of one representative from each grade level, a representative from the extracurricular area, a guidance counselor, the media specialist, a tutor, and a parent. These representatives hold various post-secondary credentials including the Gifted endorsement. Within the Leadership Team are the individuals that comprise the School Literacy Team. This team meets to review school and student data, measure and predict student growth and outcomes, discuss data trends, develop plans for increasing instructional improvement and student achievement, and plan activities related to literacy and reading.

Community Assets:

The following groups support SGA Elementary School:

- Communities in Schools
- Burke County Sheriff's Office
- Sardis Police Department
- Burke County EMA
- Southern Nuclear/ Plant Vogtle
- Burke County Chamber of Commerce
- Get Burke Reading Partners
- Parent Teacher Organization
- Southern Bank
- Sardis Baptist Church
- Burke County Recreation Department

Past Instructional Initiatives:

SGA Elementary was a Title I Distinguished School, a GOSA Striving Readers participant, and at one time placed emphasis on the Four Blocks by Patricia Cunningham for literacy instruction. Students were assessed based on Dolch word lists, word pattern lists, grade-level benchmark assessments, CRCT, ITBS, Georgia Writing Assessment, Aimsweb, STAR, and GMAS EOGs. PLCs came into play around 2004 and vertical planning ensued. Reading tutors have been employed across grade levels, as well as a retired teacher hired to assist identified students decrease deficits in basic skills. Aimsweb was used as a universal screener and progress monitoring tool, which was replaced by STAR. Programs used over the years include Waterford, My Lexia, Saxon Phonics, Reading Street, Reading Plus, Study Island, Accelerated Reader, Power Writing, 6 Traits, Write From the Start, and Raz Plus. Participation in curriculum development, benchmark writing, and curriculum map/ pacing guide writing are continuous.

Current Instructional Initiatives:

SGA Elementary School has had a focus on strengthening literacy in our students over the past two years. The school implemented the following to support literacy instruction:

- Balanced literacy framework
- Differentiated reading groups
- Study Teams
- Deal Center Partnership that includes literacy mentors
- Formative Assessment training and usage
- Barton training for reading tutors
- Retired teacher working with struggling readers in a resource setting

Individual School Professional Learning Needs:

SGA Elementary School's Comprehensive Needs Assessment identified an overarching need in the area of literacy, leading to the following professional learning needs:

- Deeper understanding of early literacy development and skills
- 5 pillars of reading and how to enhance skills for each
- Evidence-based strategies for assisting struggling readers/ enhancing tier 2/3 instructional practices
- Evidence-based intervention strategies
- Sustaining a balanced literacy framework and continued support for enhancing the components
- Tier 1 core instructional program
- Deepening understanding of data analysis and utilization from a variety of sources
- Differentiation
- Engaging parents and community in detecting early literacy deficits and overcoming them

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

SGA Elementary School serves an impoverished population of students. We currently track STAR Lexile growth in grades 1-5, and use this as a predictor for student achievement on GMAS. At the beginning of the year, we gave our initial STAR test to identify weakness in grade-levels. It came as a surprise when we discovered that the average Lexiles were as follows:

- 2nd graders: BR105L
- 3rd graders: 280L
- 4th graders: 220L
- 5th graders: 600L

Not the first grade level averaged anywhere near the Lexile “stretch” band and what is even more alarming is that our 4th grade average was lower than 3rd. We have noticed that this deficit in reading greatly impacts all of the other content areas. When discussing this issue with several math teachers, they expressed concern over having to assist students with reading the math word problems before they can even begin to perform mathematical tasks. SGA has a small student body, but with 1/5 of the students labeled EIP (mostly in reading) and 8% of the students having disabilities, SGA has a great need for support in the area of literacy, as that will make the most impact on student achievement. Being L4GA recipients would enable us to fund professional learning opportunities needed to understand skills acquisition and assist struggling readers, as well as strengthen our balanced literacy framework. This grant would also allow us to purchase evidence-based screeners and assessments so that we are not limited on data points and can make informed decisions on students. A push that we have attempted this year is to incorporate differentiated reading groups into our small group instruction and focus on formative assessments. The L4GA grant would allow us to fund leveled libraries for our classrooms and purchase level reading sets that are appropriate for our students, instead of attempting to check out readers from the bookrooms. Another issue that we have, based on feedback, is the lack of parental understanding of literacy acquisition and a lack of parental engagement overall. The L4GA grant would enable us to partner with Get Burke Reading and other community supporters to host parent workshops and community literacy nights.

Goals	Action	Who	When	Assessment
1 st -5 th grades will achieve “on or above” grade level averages on STAR assessments as measured by GE and Lexiles	Professional learning in: <ul style="list-style-type: none"> • Early literacy acquisition and development • 5 pillars of reading 	Teachers Instructional Coach RESA consultants AU contracted staff	2020-2023 School years/ on-going	STAR Teacher surveys Feedback/ instructional walk-throughs

	<ul style="list-style-type: none"> Evidence-based interventions Balanced literacy Evidence-based instructional practices in literacy 			
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Increase percentage of students achieving Proficient and Distinguished on GMAS ELA by 3%	Develop formative and summative assessments to monitor progress of students	Teachers Instructional Coach	2020-2021 School year/ on-going	GMAS reports Summative data
	Data Talks	School Literacy Team PLCs	2020-2023 School Years/ on-going	Teacher feedback TKES ratings (4,5,6) Data reports
Sponsor/ host at least 3 parent/ community literacy workshops to assist with knowledge of literacy	Partner with Get Burke Reading and other community partners to plan events and workshops to promote literacy and inform parents of the importance of literacy	School Literacy Team Get Burke Reading Community Partners Title I Parent Coordinator	2020-2023 School year/ on-going	Parent surveys/ feedback Sign-In sheets Attendance totals
District Goals:				
<ul style="list-style-type: none"> Improve B-12th literacy, thus improving student achievement in all contents. Improve effectiveness in the areas of core instructional practices, differentiation, data utilization, and academically challenging environments. 				