

Application: Grady County Early Learners B5

Janet Walden - j.walden@grady.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000105
Last submitted: Feb 10 2020 06:44 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Grady County

District Contact Information

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

Name	Janet Walden
Position	Assistant Superintendent
Email	j.walden@grady.k12.ga.us
Phone	229-307-1709

Grant Fiscal Agent MOU

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

[Grady County Schools MOU L4GA grant.pdf](#)

Filename: Grady County Schools MOU L4GA grant.pdf **Size:** 414.3 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[Grady County Schools conflict of interest letter L4GA grant.pdf](#)

Filename: Grady County Schools conflict of interest letter L4GA grant.pdf **Size:** 508.8 kB

Previous Grantee

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

no

Growing Readers

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

yes

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

[Grady County LEA Partnership Narrative.pdf](#)

Filename: Grady County LEA Partnership Narrative.pdf **Size:** 494.3 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.

[Grady County Schools L4GA Section 2 Partnership Management .pdf](#)

Filename: Grady County Schools L4GA Section 2 Partnership Management .pdf **Size:** 783.4 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)

[Grady County School L4GA Section 3 Needs Assessment Root Cause.pdf](#)

Filename: Grady County School L4GA Section 3 Needs Assessment Root Cause.pdf **Size:** 548.4 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Grady County Schools L4GA Section 4 Project Plan.pdf](#)

Filename: Grady County Schools L4GA Section 4 Project Plan.pdf **Size:** 546.0 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

[Grady County Schools L4GA Section 5 Assessment Data Analysis Plan.pdf](#)

Filename: Grady County Schools L4GA Section 5 Assessment Data Analysis Plan.pdf **Size:** 434.9 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.)

[Grady County Schools L4GA Section 6 Professional Learning Strategies.pdf](#)

Filename: Grady County Schools L4GA Section 6 Professional Learning Strategies.pdf **Size:** 247.3 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

[Grady County Schools L4GA Section 7 Resources Strategies and Materials.pdf](#)

Filename: Grady County Schools L4GA Section 7 Resources Strategies and Materials.pdf **Size:** 468.1 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

[Grady County Schools L4GA Section 9 Budget Summary.pdf](#)

Filename: Grady County Schools L4GA Section 9 Budget Summary.pdf **Size:** 420.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Grady County Schools Reference List.pdf](#)

Filename: Grady County Schools Reference List.pdf **Size:** 376.8 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	Grady County
School or Center Name	Grady County
System ID	665
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).

B-5 (including Pre-K for the system)

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

10

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Jackie McCurry
Position	Pre-K director
Email	j.mccurry@grady.k12.ga.us
Phone	229-307-1748

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent
Email	j.walden@grady.k12.ga.us
Phone	229-307-1709

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

[Grady County Schools B-5 Literacy Plan L4GA](#)

Filename: Grady_County_Schools_B-5_Literacy_Plan_L4GA.pdf **Size:** 595.2 kB

Birth to Five in Grady County

The Grady County School District and community are dedicated to the development of a comprehensive early literacy plan. Of children ages 0-5 in Grady County, 70% are economically disadvantaged, including 40% living in poverty (GEERS: Georgia Early Education Alliance for Ready Students). The race and ethnicity of children under five include the following: 62% white, 33% African American, 0% Asian, 4% multiracial and 26% Hispanic or Latino. Early Care and Education providers for Birth to Five for Grady County include a total of twenty-eight Early Learning providers. 52% of the Early Learning Centers are Quality Rated. Only 9% are 3-star programs. The Grady County School District houses ten lottery funded Georgia Pre-K (4-year-old) classrooms. The Pre-K program serves 220 students with a total of 79% being “at-risk”. Each classroom is taught by a certified lead teacher and paraprofessional.

NEED FOR L4GA

Despite the available early learning programs and lottery funded Pre-K classes, an alarming rate of 70% of Grady County three and four-year-old students are not attending preschool. This data significantly impacts the literacy and readiness skills of students entering Kindergarten. Grady County students entering Kindergarten demonstrate a weakness in the area of language and literacy skills. On average, 25% of Kindergarten students are not meeting county promotion policy after receiving a year of differentiated instruction in a small class size setting. Kindergarten Registration Assessments and GKIDS data demonstrate the need for early literacy and school readiness support in the area birth to four years of age. There is a strong need for early literacy support, materials, technology and professional training for early childhood teachers, stake holders and community members at the birth to five level in Grady County, Georgia.

B-5 OBJECTIVES

Birth to Five					
Objective	Assessment, Resources and Materials	Timeline	Method of Evaluation	Funding Sources	Person(s) Responsible
Employ a highly qualified B-5 Literacy Coach	Job required resources	On going	EOY Evaluation	L4GA	District Level Admin
<i>Evidence Based Practices for Literacy Professional Development for Lottery</i>	Provide professional learning on Evidence Based Practices for all lottery funded Pre-K teachers. All	Three times a year	Workshop Evaluation Forms Teacher Feedback TKES	L4GA BFTS	Assistant Superintendent for Curriculum and Instruction

GRADY COUNTY SCHOOLS: SECTION 8 – B5 LITERACY PLAN

Funded and Community Pre-K Teachers	community Pre-K teachers will be invited to participate.				B-5 Literacy Coach
Provide Literacy Coaching in all Pre-K Classrooms (public and private)	Mentorship and Coaching for Pre-K Teachers (4 year) provided by Literacy Coach to model, consult and develop a relationship with lead teachers.	monthly	Teacher surveys Coaching Log	L4GA	B-5 Literacy Coach
Provide Pre-K Family Literacy Celebrations and host a “BOOK PARTY in the PARK!” where Pre-K students and parents will attend a celebration and receive books and evidence based training to enhance early literacy skills.	Books for all children attending Story Time with parents/children to model shared reading and such Tips to Go with brochures reiterating what was modeled Pizza and Popcorn	Three times a year SEMESTER 1 SEMESTER 2 SUMMER	Parent Feedback Sign In Sheets	L4GA	B-5 Literacy Coach B-5 Assistant Pre-K Site Directors
Partner with community workplaces and provide Talk With Me Baby @ Work Program through Lunch & Learn Opportunities	“Talk With Me Baby” Training “Talk With Me Baby” Resources Funding to purchase and provide lunch for small group settings of parents within a workplace such as KOYO Bearings, Performance Food Groups and Monrovia Nursery. www.talkwithmehbaby.org	Twice a year SEMESTER 1 SEMESTER 2	Parent Surveys Workshop Evaluation Forms Sign In Sheets	L4GA	B-5 Literacy Coach and Assistant
Provide Language Nutrition throughout the Community- BOOKS IN BARBERSHOPS	Arrangements of high quality children’s literature for customers to use Parent Resources in print about family literacy	On going	Observations of literacy interactions by school system employees/Early Literacy Committee members	L4GA	B-5 Literacy Coach and Assistant

Objective	Assessment, Resources and Materials	Timeline	Method of Evaluation	Funding Sources	Person(s) Responsible
Provide Language Nutrition throughout the Community- LITERACY IN LAUNDROMATS	Literacy Centers for children to use including the following: Small furniture Forward facing bookshelf High quality literature Small educational rug Literacy manipulatives, such as magnetic board and magnetic letters	On going	Observations of literacy interactions by school system employees/Early Literacy Committee members	L4GA	B-5 Literacy Coach and Assistant
Provide Language Nutrition throughout the Community- ROAD TO READING at Wellness Checkups from 6 months to 5 years old (partner with Pediatricians and Family Medical Doctors)	Literacy Training for Physicians and Nurses Books for children to take home at wellness check ups Book Center in waiting room for patients to use while waiting to see the doctor (forward facing book shelf and high quality literature). Volunteer system of retired teachers to come read to the children in the waiting rooms and model for parents	On going	Parent Surveys Feedback from medical community	L4GA	B-5 Literacy Coach and Assistant
Provide Language Nutrition throughout the Community- BORN TO READ at the local hospital for parents of newborns	Each baby born in Grady County will leave the hospital with a gift bag containing a onesie that says “Read to Me”, an age appropriate book for newborns and parent resources sharing the importance of early literacy at birth and the available literacy	On going	Feedback from hospital staff	L4GA	B-5 Literacy Coach Hospital Admin Labor & Delivery Nursing Staff

GRADY COUNTY SCHOOLS: SECTION 8 – B5 LITERACY PLAN

	support from B-5 in Grady County				
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Objective	Assessment, Resources and Materials	Timeline	Method of Evaluation	Funding Sources	Person(s) Responsible
Partner with public library and implement “ Literacy for Little People ” offering transportation, parent classes and books to take home	Provide transportation to library preschool story time Offer parent enrichment classes for parents on expanding literacy Provide books for children to take home	Monthly	Sign in sheets Parent surveys	L4GA	B-5 Literacy Coach B-5 Assistant Public Library Children’s Department Librarian
Create, maintain and promote through social media Literacy for Little People Website/Blog www.literacyforlittlepeople.com (domain available)	Website hosting Email marketing software Facebook Advertising	On going	Analytics from Website Host	L4GA	B-5 Literacy Coach B-5 Assistant Grady County Technology Department
Contract with retired teachers to assist with administering the grant required PALS assessment	Test administration training Test materials	3 times a year	Assessment data Time sheets	L4GA	Assistant Superintendent of Curriculum and Instruction B-5 Literacy Coach
Contract with retired teachers to assist with administering the grant required PPVT assessment	Testing administration training Test materials	2 times a year	Assessment data Time sheets	L4GA	Assistant Superintendent of Curriculum and Instruction B-5 Literacy Coach

Grady County Schools Early Literacy Team

The newly appointed Grady County Early Literacy Team consists of:

- Janet Walden, Assistant Superintendent of Curriculum and Instruction
- Jackie McCurry, Grady County Pre-K Director
- Erin Simpson, Pre-K Site Director (Shiver School)
- Andrea Bentley, Pre-K Site Director (Whigham School)
- Kelly Joyner, Pre-K Site Director (Southside School)
- Jennifer Willis, Pre-K Site (Eastside School)
- Birth to Five Literacy Coach for Grady County (to be determined)
- Ann Hopkins, Auntie Ann’s Daycare
- Janet Boudet, Roddenbery Memorial Public Library, Director
- Patsy Pallone, Roddenbery Memorial Public Library, Children’s Department Director
- Pre-K Parents (to be determined)
- Community Members (to be determined)

LITERACY TEAM

The Grady County School Early Literacy Team will work closely with the system-wide instructional literacy initiatives. We will coordinate with K-12 Literacy Team in the county to ensure we have established consistent goals. We will come together every 4.5 weeks to review the goals and monitor the data.

COMMUNITY CONNECTION

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundry Mat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to BFTS GELDS standards and expectations
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will diligently review data from the above assessments to determine areas of weaknesses and strengths to improve implementation at the school level and system level.

OUR MISSION

It is our desire to have a seamless literacy relationship with our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members.

EVIDENCE BASED PRACTICES

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and

collaboration with individuals from the higher-education community and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Training will be provided, as needed and implementation will be monitored for effectiveness.

The following evidence based practices are embedded in our B-5 plan. All practices have a STRONG strength of evidence rating based on Center of Innovations in Learning and John Hattie’s research.

- Provide Quality Early Learning Opportunities
- Educate parents to support their children’s learning
- Align coaching and classroom observations with professional development
- Provide a tiered system of instructional and behavioral supports and intervention based on assessment data
- Provide two-way school – home communication linked to learning

The following What Works Clearinghouse evidence based practices are some of, but not limited to, what is embedded in our B-5 plan.

- Shared book reading was found to have mixed effects on comprehension and language development.
- Dialogic Reading was found to have positive effects on oral language and no discernible effects on phonological processing.

LITERACY INTERVENTIONS

Children in need of literacy intervention or other support services will be identified through the following:

- Universal screening procedures utilizing the assessments required by the L4GA Grant
- Developmental delays observed by pediatricians during Wellness Check Ups
- Students scoring at or below the 25th percentile will receive intervention per MTSS guidelines

MONITORING OF INTERVENTIONS

The implementation and effectiveness of services will be monitored through the analysis of progress monitoring data provided by PALS, PPVT, BFTS Work Sampling System and GKIDS Readiness Check and Performance Based Assessment. In addition to the grant required assessments, Istation ISIP data will also be monitored for all lottery funded (4 year) Pre-K students.

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)

Dr. Kermit Gilliard, Grady County Schools Assistant Superintendent
Typed Name of Fiscal Agency Head and Position Title

2-10-2020

Date



Signature of Applicant's Authorized Agency Head (required)

Janet Walden, Assistant Superintendent of Curriculum and Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

2-10-2020

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Janet Walden

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

Address: 122 North Broad Street

City: Cairo

Zip: 39828

Telephone: (229) 377-3701

Fax: (229) 377-3437

E-mail: j.walden@grady.k12.ga.us



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

Dr. Kermit Gilliard, Grady County Schools Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2-10-2020

Date (required)

Grady County Schools believe that quality professional development followed by consistent monitoring for implementation is the most impactful way to provide quality instruction for all students. It is the intention of GCS to refine and focus professional learning to address the literacy needs more strategically and extend literacy support into the community. GCS will continue efforts to address quality Tier 1 instruction using research-based literacy practices, effective use of data to guide instruction, and literacy support across all disciplines. Professional Learning opportunities will consist of weekly grade level collaborative meetings coupled with monthly vertical alignment team meetings. This will also be a time to provide training and support to early care providers as well as individual families that do not have access to literacy and language rich environments. Specifically, professional learning needs include:

Elementary Level professional learning needs:

- A focus on balanced literacy and the most effective ways to address phonemic awareness, phonics instruction, writing, vocabulary instruction, guided reading (extending the current focus of conferring), how to monitor and support effective independent reading, and literacy strategies integrated into the other subject areas.
- Effective use of instructional technology to enhance literacy and support this digital generation.
- Guidance with RTI/MTSS process and how to meet the needs for struggling readers at Tier 2 & 3.
- Closing the performance gaps between subgroups.
- Literacy strategies for SWD & EL groups.
- Social & Emotional Literacy
- Reading and Writing instruction for all content areas.

Middle School Level professional learning needs:

- A focus on balanced literacy using most effective guided reading practices, effective practices to guide and monitor independent reading, writing, speaking and listening techniques for adolescents.
- Strategic and developmentally appropriate interventions for students that significantly below-grade level in reading and writing.
- Provide training to implement proper literacy techniques integrated into all subject areas.
- Guidance with the RTI/MTSS process and how to offer Tier 2 & 3 support to struggling readers.
- Effective use of instructional technology to enhance literacy and support this digital generation.
- Closing the performance gaps between subgroups.
- Literacy strategies for SWD & EL groups.
- Social & Emotional Literacy
- Effective small group instruction to address literacy needs.
- Reading and writing instruction for all content areas.

High School Level professional learning needs:

- Develop a common understanding of the complexity of literacy for all high school faculty.
- A focus on balanced literacy using most effective guided reading practices, effective practices to guide/monitor independent reading, writing, speaking and listening techniques for adolescents.
- Provide training to implement proper literacy techniques integrated into all subject areas.

- Guidance with the RTI/MTSS process and how to offer Tier 2 & 3 support to struggling readers.
- Effective use of instructional technology to enhance literacy and support this digital generation.
- Closing the performance gaps between subgroups.
- Literacy strategies for SWD & EL groups.
- Social & Emotional Literacy
- Using Lexiles

Additional Professional Learning needed to support L4GA grant efforts:

- Training on new assessments
- Early Learning literacy (B-5)

A variety of training times and delivery methods are used to address professional learning needs. Collaboration sessions (weekly), vertical alignment sessions (per semester), online modules, webinars, RESA workshops, P-20 Partners opportunities, PLC's, mentoring and coaching by teacher leaders are all used as valuable training resources to address a variety of learning needs. Professional learning days have been added at the end of each 9 weeks to allow for focused and timely training opportunities.

In order to serve all stakeholders, it is the intent to provide community based literacy and social/emotional trainings for parents at a variety of locations. Sessions will be provided to support early learning partners in provide a literacy and language rich environment as well as social/emotional literacy.

Grady County Assessments

Assessment	Purpose	Grade Level	Frequency/Time
Work Sampling Online	Measures students' progress towards learning indicators	Pre-K	Ongoing based on Bright From the Start guidelines
GKIDS 2.0	Measure/Monitor skills mastery	Kindergarten	Ongoing
I-Station ISIP	Monitors reading levels, Lexiles & prescribes interventions based on current levels of performance	K – 5	Monthly
I-Ready Reading	Monitor reading levels & prescribes interventions based on current levels of performance	6-8	Monthly
STAR Reading Assessment	Measures students' progress in reading comprehension skills	1-5	3X's per year
WriteScore	Measures writing performance/growth & provides diagnostic report to guide instruction	2-8	Twice per year
ACCESS for ELL's	Diagnostic/Screeners	K-12	Once per year
GAA	Measures academic achievement	1-12	Annually
Milestones EOC	Measures academic achievement	3-8	Annually
Milestones EOG	Measures academic achievement		Annually
CogAt	Test used in battery of gifted testing; used for mental ability measure		Annually
NAT 3	Test used in battery of gifted testing; used for mental ability measure (second measure)		Annually
ITBS	Test used in battery of gifted testing; used for academic achievement measure		Annually
Tourant's Tests Figural Verbal	Test used in battery of gifted testing; creativity measure		Annually
Gifted Rating Scale (GRS)	Test used in battery of gifted testing; used for motivation measure	K & 1st	Annually

GRADY COUNTY SCHOOLS: SECTION 5 - ASSESSMENT/DATA ANALYSIS PLAN

Renzulli Scales	Test used in battery of gifted testing; used for motivation measure	2 nd – 12 th	Annually
Faculty, Parent, & Student Surveys	Perspectives and quality of service	Pre-K – 12	Annually
Illuminate	Measures academic progress	9-12	Monthly

Grady County Schools uses a wide array of assessments to monitor and adjust instruction to meet the needs of all students. District and school leaders as well as teachers review the results of assessments on a continual basis. Results are shared through a variety of meetings including the monthly administrative meetings, team and department meetings, leadership team meetings, school council meetings, and through other resources when needed. Each school reports to the district monthly on any assessments and how they are monitoring and adjusting based on the data. However, current practices need to be revised to strengthen data analysis and how to use the results to guide instruction.

It has also become evident that strategic use of diagnostic assessments is needed to strengthen the ability of teachers to determine students' current levels of performance and diagnose areas of weakness. A need for professional development on administering the assessments and completing data analyses is also apparent. The following assessments will be added or replace assessments that are currently in place:

Assessment	Purpose	Grade	Frequency
Phonological Awareness Literacy Screening (PALS Pre-K)	Letter recognition, letter sound production, print awareness, rhyme awareness	Pre-K	3X's per year
Peabody Picture Vocabulary Test (PPVT 4)	Verbal ability and scholastic aptitude	Pre-K	2X's per year
Dibels-Next	K Composite 1 st – Nonsense words, oral reading fluency 2-3 Oral Reading Fluency	K-5	3X's per year
Houghton Mifflin Harcourt (RI)	Measures reading comprehension & screener	4 th – 12 th	3X's per year

System and school leaders review assessment results throughout the year to monitor progress toward mastery of the standards and meet school/system goals. Specifically, school leadership teams including teachers, principals, instructional coordinators, and assistant principals review assessment results monthly and sometimes more frequently when needed. The results are used to guide instructional planning, determine instructional strategies, provide additional support for students such as tutoring, additional instruction, and any other supports to help students be successful. Monitoring documents that include summary results are used to plan and adjust instruction. Additionally, attendance and behavior referral data sets are used to guide how students' needs are addressed. This practice will be refined for next school term, adding a step in which the school leadership teams will meet with system representation on a monthly basis to review and monitor assessment results and practices to address areas of need. These meetings will provide another layer of support and ensure that appropriate and timely actions are happening. In addition, community-level data is used to guide GCS services especially for the B-5 population as well as individual subgroups.

Reading is one of the most crucial foundational skills needed throughout life. Numerous research studies support that children need to be proficient readers by the 3rd grade or they will lag behind academically throughout their educational careers. This affects the job opportunities and earning capacity in adulthood as well. Low reading performance compounds issues that impoverished children experience making their pathway to success more challenging. Children below grade level in reading are more likely to drop out of high school and less likely to sustain secure employment. This systemic problem contributes to a population of citizens unable to be contributing taxpayers and productive members of society; also perpetuating a cycle to continue through the generations.

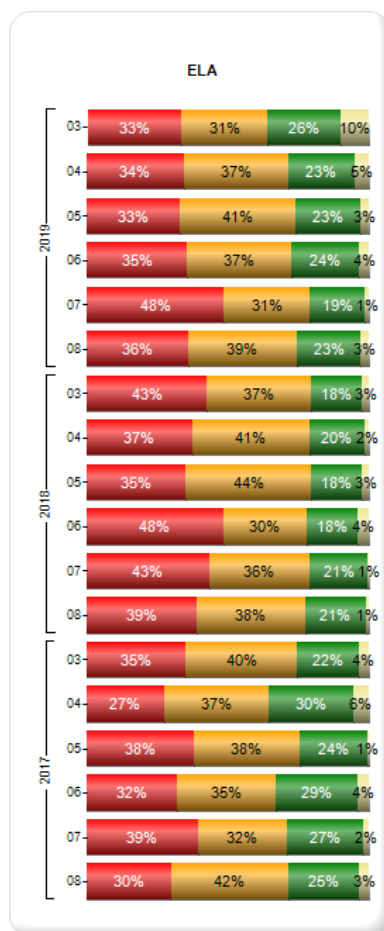
In addition, 70% of children from age birth to five don't attend educational or literacy rich child care programs. Due to this, there is a dire need to increase literacy exposure to the B5 population. The majority of our students are entering school in Pre-K or Kindergarten with little to no exposure to written language and very limited oral language.

Spring 2019 Georgia Milestones End of Grade data indicates that 42% of Georgia's third graders are reading at the proficient or higher levels. In Grady County, that number is significantly lower with only 36% achieving the proficient or distinguished scores. This performance trend in 2019 ELA is true for grades 4-8 as well. Grady County students' growth over the last three years has been below the state performance level and somewhat stagnant. Very few students score in the Distinguished Learner range. The performance gap between Grady County students and Georgia is more pronounced by subgroup; especially with minority subgroups, ELL, and SWD students. The tables below show ELA data sets for the last three years by grades and by subgroups.

Grady County All 3rd Grade Students ELA Scores 2017, 2018, 2019

Year	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2019	33%	31%	26%	10%
2018	43%	37%	18%	3%
2017	35%	40%	22%	4%

Grady County Spring ELA Milestone Scores for All Students Grades 3-8 (2019, 2018, 2017)



Grady County Spring Milestones Percentages for Subgroups

Year	Race/Ethnicity	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2019	Amer. Indian or Alaska Native	28.6	28.6	28.6	14.3
	Asian	54.5	9.1	27.3	9.1
	Black, Not of Hispanic Origin	48.1	34.4	15.3	2.2
	Hispanic	43.3	35.7	19.0	2.0
	Pacific Islander	100	0	0	0
	Two or More Races	36.7	34.7	24.5	4.1

GRADY COUNTY SCHOOLS: SECTION 3 - NEEDS ASSESSMENT & ROOT CAUSE ANALYSIS

	White, Not of Hispanic Origin	23.2	37.8	31.4	7.5
2018	Amer. Indian or Alaska Native	42.9	14.3	42.9	0
	Asian	16.7	0	83.3	0
	Black, Not of Hispanic Origin	55.7	32.3	11.4	0.6
	Hispanic	42.9	39.9	16.2	1.1
	Pacific Islander	100	0	0	0
	Two or More Races	36.0	44.0	14.0	6.0
	White, Not of Hispanic Origin	28.1	41.1	26.7	4.0
2017	Amer. Indian or Alaska Native	20.0	60.0	20.0	0
	Asian	0	80.0	20.0	0
	Black, Not of Hispanic Origin	45.9	35.6	16.6	1.8
	Hispanic	34.4	43.1	20.9	1.5
	Pacific Islander	50.0	50.0	0	0
	Two or More Races	34.3	45.7	20.0	0
	White, Not of Hispanic Origin	23.9	34.9	35.8	5.5

Grady County Spring Milestones Percentages for Students with Disabilities

Year	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2019	72.2	21.4	4.8	1.6
2018	81.5	13.7	4.8	0
2017	77.8	16.7	5.6	0

Grady County Spring Milestones Percentages for English Language Learners

Year	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2019	72.4	21.9	5.7	0
2018	73.1	24.4	2.5	0
2017	69.1	29.6	1.2	0

Lexile Percentages of Students Scoring in the Ranges for “On or Above Grade Levels”

Grade	Percentage Scoring in the “On Grade Level Ranges”			Percentage Scoring in the “Above Grade Level” Ranges		
	2017	2018	2019	2017	2018	2019
3 rd	25%	19%	26%	16%	11%	19%
4 th	16%	15%	21%	23%	13%	16%
5 th	21%	15%	17%	23%	23%	26%
6 th	14%	10%	12%	27%	23%	23%
7 th	20%	13%	12%	32%	32%	30%
8 th	19%	18%	13%	32%	33%	37%
9 th	25%	19%	14%	19%	23%	27%
10 th	53%	26%	17%	0%	44%	72%
11 th	20%	16%	17%	23%	17%	17%
12 th	9%	7%	33%	27%	20%	33%

*Less than half of students scored “On or Above Grade Level” on the Lexile ranges for the last three years, with the exception of some high school scores.

Grady County Schools maintains a systematic school improvement cycle that contains an annual needs assessment process. A countywide needs assessment is conducted each spring through the CNA, data is analyzed and root cause analyses (5 Whys root cause analysis tool) are completed by each of the schools and at the system level. Each step of this cycle involves all stakeholders from the school, system and community. After completing the CNA, schools as well as the system narrow their focuses to 3-5 goals and complete their school improvement plans. The school improvement plans are reviewed and monitored monthly through system school improvement meetings making adjustments when needed.

Several trends emerged from the 2019 root cause analyses. They are as follows:

Grady County 2019 Root Cause Analysis Trends
<ul style="list-style-type: none"> • Large number of students living in impoverished conditions. • Educational levels of the parents. • Need for B5 literacy exposure. • Need for teacher preparation in the areas of reading, writing, and mathematics. • Needs for consistent approach to balanced literacy. • Need for consistent teacher collaboration to plan and design rigorous standards based lessons. • Increase of alternatively certified teachers lacking a background in instructional planning, strategies, classroom management and assessment. • Need for improved access to technology and research-based software to address specific learning needs. • Need for systematic process to review and analyze data, and address needs based on data. • Need for common understanding and expectations to foster positive school climate.

Reading from Pre-K through 12th grades has been an area of concern over the years with an overwhelming 50% of students entered 3rd grade not on grade level in Reading with the gap maintaining or increasing through 12th grade. evident that Grady County Schools experienced the effects of a great “turn-over” in teachers and administrators due to retirements and transfers to other school systems. That has caused a significant shift in the average age and the number of years of experience. New teachers provide boundless energy with an excitement for the profession of teaching. However, a large group of new teachers also equals a lack of specialized training to meet the needs of students as readers. After completing a root cause analysis, it is evident that most teachers lack the skills to critically assess students and diagnose the causes for reading deficiencies. It is also evident that there is a lack of understanding on how and when to intervene when a student is behind in reading. Cross-curricular reading responsibilities have waned over the years as other subject teachers no longer take ownership of teaching reading within their subjects

Coherent Instructional System:

Past initiatives in Grady County include Learning Focused Schools, Middle Grades Reading endorsement for all middle grades teachers, Standards Based Classrooms, Reading and Writing Across the Curriculum, a Writing initiative in which the system used Writing to Win as one of the training stems, technology infused teaching, and supporting the standards based classroom.

Current initiatives include STEM for elementary and middle schools, GOSA reading & GOSA math, implementation of Journeys reading series, 9th grade academy,

additions/improvements to complete pathways through CTAE and the conversion of the high school from a traditional high school to a college and career high school. Grady County Schools is currently working on implementing a system wide rollout of the new reading program with tiered interventions for struggling readers.

Cross-curricular initiatives have taken place at the elementary and middle school levels over the years. However, a need for an adjusted focus on literacy across the curricula was evident from the root cause analysis. All content areas and grade level teachers substantial need professional development on the research based reading practices that positively impact student learning.

Community and Family Engagement:

Grady County Schools enjoys an active community that is vested in the school system. Community groups such as Rotary, Kiwanis, churches, local organizations (Jackie Robinson Foundation), Boys & Girls Club, Archway, and the local library are some of the community groups that actively support the schools. There is also a working relationship with local agencies such as DFAC, Help Agency, Housing Authority, Health Department, and Family Connections that work with the schools to meet the needs of families. Each of the schools conduct a minimum of one quarterly event that brings in the community to the school for support and community fellowship.

Engaged Leadership:

GCS administrators meet monthly to maintain a cohesive focus on the system goals. School administrators meet with system administrators to review the system and school goals to be sure they are in alignment and share the progress of their school improvement effects. Each school meets a minimum of once a month with their school improvement teams to review and monitor their school improvement efforts.

Positive Learning Environment:

GCS realizes that a positive learning environment is crucial to learning. Because of this, all Grady County Schools are fully implementing PBIS. Looking at the importance of a safe, non-threatening environment to positively impact academic learning is a key component to the system wide school improvement efforts. It is also the goal to involve all stakeholders including parents and the community in supporting school improvement efforts for the students. Multiple events are scheduled quarterly to provide parents with support, access and training to their children's education. School climate ratings for the last 3 years are as follows:

School	2019 Climate Rating	2018 Climate Rating	2017 Climate Rating
Cairo High School	4 Stars	4 Stars	4 Stars
Eastside Elementary School	4 Stars	4 Stars	4 Stars
Northside Elementary School	5 Stars	5 Stars	5 Stars
Shiver School	5 Stars	4 Stars	3 Stars
Southside Elementary School	4 Stars	4 Stars	4 Stars
Washington Middle School	4 Stars	5 Stars	4 Stars
Whigham School	4 Stars	4 Stars	4 Stars

Professional Capacity:

Building professional capacity is imperative to ensure that instructional staff members – elementary, middle, & high; school administrators, early care providers, and community connection members are able to successfully integrate new practices. The intent of all professional learning will be to provide training to develop the skills needed to guide all students to academic success. The grant implementation team will be responsible for determining the learning needs, coordinating training, providing multiple training opportunities at various times/locations and evaluating the effectiveness of the sessions. Literacy team feedback, staff surveys, community surveys, TKES evaluations, interviews and teacher observations will be used to determine learning needs and to identify the varying levels of ability. Professional development sessions will be arranged with outside consultants and/or local professional development staff. In addition, modeling and peer coaching will be utilized to maximize local expertise. Quality care status for early care and learning providers, literacy training for all grade levels and subjects, training for new teachers and retention of new teachers are all areas intended for future trainings.

<p>Literacy Goal 1: Improve student literacy outcomes through improved literacy instruction in reading and writing annually.</p> <p>Literacy Goal 2: Improve student academic performance in math, science, and social studies annually.</p> <p>Literacy Goal 3: Address literacy learning needs at the Tier 2 & 3 levels in a timely and effective manner.</p> <p>Literacy Goal 4: Develop and strengthen partnerships to increase literacy and language exposure to B5 population.</p> <p>Literacy Goal 5: Build a supportive learning environment by fostering positive relationships with all students promoting a healthy school climate.</p>					
Objectives	Actions	Timeline	Supports Needed	Funding Source	Persons Responsible
	B-5				
Focus on language and literacy rich environments in the community and Pre-K classrooms to foster language development	<ul style="list-style-type: none"> Collaborate with Pre-K, daycares, Head Start, other B5 entities, and families providing access to trainings and guidance that promote literacy and language development beginning from birth. 	Year 1 – Implementation Years 2-5 – Ongoing (Monitor & Adjust)	<ul style="list-style-type: none"> B5 Coach Transportation Consultants 	L4GA Title IV	B5 Literacy Coach
Provide and maintain access of print materials, early literacy manipulatives, & supplies to support early learning literacy.	<ul style="list-style-type: none"> Provide books, literacy manipulatives and supplies throughout the community that support literacy strategies for B5 children. 	Year 1 – initial purchase Years 2-5 – replacement based on funding	<ul style="list-style-type: none"> B5 Coach Books Letter manipulatives Supplies to provide printed literacy resources and guides materials 	L4GA	B5 Literacy Coach
Foster relationships with community businesses, organizations, early care providers, and families to provide literacy support.	<ul style="list-style-type: none"> Provide literacy materials, books and training through Barbershop books, Laundromat Learning, Dr. Office literacy, hospital literacy, and local businesses with 	Year 1 – initial implementation Years 2- 5 replacements based on funding; Training annually	<ul style="list-style-type: none"> B5 Coach Book buddy bags Literacy manipulatives Supplies to provide printed literacy resources and guide materials 	L4GA	B5 Literacy Coach

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

	access to B5 population.				
	K-5				
Review and revise literacy plans to address determined needs of each school.	<ul style="list-style-type: none"> Conduct literacy audit of current instructional practices, resources and materials. 	Annually	<ul style="list-style-type: none"> Consultant(s) Release time Substitutes for teachers 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Improve teachers' capacity to provide a literacy-rich culture that improves literacy instruction across all subject areas.	<ul style="list-style-type: none"> Provide training on Balanced Literacy across all content areas Provide literacy training for school leadership. Provide training on content specific evidence-based literacy strategies to all teachers. Provide literacy training and coaching support for new and non-traditionally certified teachers. Provide evidence based reading intervention training and support to address at-risk students' needs 	<ul style="list-style-type: none"> Year 1 & other content areas Year 2 Year 1 Year 2 Annually Year 1 	<ul style="list-style-type: none"> Consultant(s) Reading Research literature & materials Literacy Coaches to model and coach 	L4GA Title IV	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administration
Establish professional learning communities to support vertical and horizontal alignment and foster collaboration.	<ul style="list-style-type: none"> Provide training and guidance on effective and efficient ways to collaborate weekly Provide training and guidance on effective and efficient ways to conduct vertical and 	Year 1 implementation Years 2 -5 ongoing	<ul style="list-style-type: none"> Consultant(s) Reading Research literature & materials Literacy Coaches to model and coach 	L4GA Title IV	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administration

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

	horizontal alignment sessions		<ul style="list-style-type: none"> Materials & Resources for professional learning sessions 		
Ensure new and non-traditionally certified teachers have a support system to guide them	<ul style="list-style-type: none"> Provide coaching and monitoring to effectively implement PL literacy trainings. Provide resources for teachers to access and support planning and instruction. 	Year 1 Implementation Years 2-5 ongoing	<ul style="list-style-type: none"> Literacy Coach Professional texts 	L4GA Title IV Local Funds	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administration
Consistently implement effective assessment tools to determine areas of need and areas of improvement.	<ul style="list-style-type: none"> Provide training of use of assessment tools and how to utilize the data to change instruction 	Year 1	<ul style="list-style-type: none"> Assessment programs Release time to assess data Literacy coach 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.	<ul style="list-style-type: none"> Provide access to content area literacy materials and writing through laptops and other technology devices. Provide access to a wide variety of literature (fiction and non-fiction) through classroom libraries with a range of levels. 	Year 1	<ul style="list-style-type: none"> Books Apps Instructional Programs Laptops Ipads 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Adopt research-based series to target low performing students based on their specific literacy learning needs.	<ul style="list-style-type: none"> Provide research based series to address Tier 2 and 3 students needing additional support in literacy. 	Year 2 Implementation Year 3-5 ongoing	<ul style="list-style-type: none"> Software program laptops 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

					School Administrator Special Education Director ESOL Director
Engage teachers in ongoing curriculum review to refine and plan for effective instruction in all content areas.	<ul style="list-style-type: none"> Collaborative sessions will provide an opportunity for teachers to review and revise literacy instruction for all content areas. 	Year 1 – Year 5	<ul style="list-style-type: none"> Release time Materials for meetings 	L4GA Title I Title IV Local funds	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator Special Education Director ESOL Director
Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.	<ul style="list-style-type: none"> Provide access to content area literacy materials and writing through laptops and other technology devices. Provide access to a wide variety of literature (fiction and non-fiction) through classroom libraries with a range of levels. 	Year 1	<ul style="list-style-type: none"> Books Apps Instructional Programs Laptops Ipads 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator
	6-8				
Review and revise literacy plans to address determined needs of each school.	<ul style="list-style-type: none"> Conduct literacy audit of current instructional practices, resources and materials. 	Annually	<ul style="list-style-type: none"> Consultant(s) Release time Substitutes for teachers 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Improve teachers' capacity to provide a literacy-rich culture that improves literacy	<ul style="list-style-type: none"> Provide training on Balanced Literacy across all content areas 	<ul style="list-style-type: none"> Year 1 ELA & other 	<ul style="list-style-type: none"> Consultant(s) Reading Research literature & materials 	L4GA Title I Title IV Local funds	Literacy Coaches Instructional Coordinators Teachers

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

<p>instruction across all subject areas.</p>	<ul style="list-style-type: none"> • Provide literacy training for school leadership. • Provide training on content specific evidence-based literacy strategies to all teachers. • Provide literacy training and coaching support for new and non-traditionally certified teachers. • Provide evidence based reading intervention training and support to address at-risk students' needs 	<p>content Year 2</p> <ul style="list-style-type: none"> • Year 1 • Year 2 • Annually • Year 1 	<ul style="list-style-type: none"> • Literacy Coaches to model and coach 		<p>Assistant Superintendent C & I School Administrator</p>
<p>Establish professional learning communities to support vertical and horizontal alignment and foster collaboration.</p>	<ul style="list-style-type: none"> • Provide training and guidance on effective and efficient ways to collaborate weekly • Provide training and guidance on effective and efficient ways to conduct vertical and horizontal alignment sessions 	<p>Year 1 Implementation</p> <p>Years 2 – 5 Ongoing</p>	<ul style="list-style-type: none"> • Consultant(s) • Reading Research literature & materials • Literacy Coaches to model and coach • Materials & Resources for professional learning sessions 	<p>L4GA Title I Title IV</p>	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator</p>
<p>Ensure new and non-traditionally certified teachers have a support system to guide them</p>	<ul style="list-style-type: none"> • Provide coaching and monitoring to effectively implement PL literacy trainings. • Provide resources for teachers to access and support planning and instruction. 	<p>Year 1 Implementation</p> <p>Years 2 – 5 Ongoing</p>	<ul style="list-style-type: none"> • Literacy Coach • Professional texts 	<p>L4GA Local funds</p>	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator</p>

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

Consistently implement effective assessment tools to determine areas of need and areas of improvement.	<ul style="list-style-type: none"> Provide training of use of assessment tools and how to utilize the data to change instruction 	Year 1	<ul style="list-style-type: none"> Assessment programs Release time to assess data Literacy coach 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.	<ul style="list-style-type: none"> Provide access to content area literacy materials and writing through laptops and other technology devices. Provide access to a wide variety of literature (fiction and non-fiction) through classroom libraries with a range of levels. 	Year 1	<ul style="list-style-type: none"> Books Apps Instructional Programs Laptops Ipads 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator
Adopt research-based series to target low performing students based on their specific literacy learning needs.	<ul style="list-style-type: none"> Provide research based series to address Tier 2 and 3 students needing additional support in literacy. 	Year 2 Implementation Year 3 – 5 Ongoing	<ul style="list-style-type: none"> Software program laptops 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator ESOL Director Sp. Ed. Director
Engage teachers in ongoing curriculum review to refine and plan for effective instruction in all content areas.	<ul style="list-style-type: none"> Collaborative sessions will provide an opportunity for teachers to review and revise literacy instruction for all content areas. 	Years 1- 5	<ul style="list-style-type: none"> Release time Materials for meetings 	L4GA Title IV	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

<p>Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.</p>	<ul style="list-style-type: none"> • Provide access to content area literacy materials and writing through laptops and other technology devices. • Provide access to a wide variety of literature (fiction and non-fiction) through classroom libraries with a range of levels. 	<p>Year 1 - Ongoing</p>	<ul style="list-style-type: none"> • Books • Apps • Instructional Programs • Laptops • I pads 	<p>L4GA</p>	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator</p>
<p>9-12</p>					
<p>Review and revise literacy plans to address determined needs of each school.</p>	<ul style="list-style-type: none"> • Conduct literacy audit of current instructional practices, resources and materials. 	<p>Annually</p>	<ul style="list-style-type: none"> • Consultant(s) • Release time • Substitutes for teachers 	<p>L4GA</p>	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I</p>
<p>Improve teachers' capacity to provide a literacy-rich culture that improves literacy instruction across all subject areas.</p>	<ul style="list-style-type: none"> • Provide training on Balanced Literacy across all content areas • Provide literacy training for school leadership. • Provide training on content specific evidence-based literacy strategies to all teachers. • Provide literacy training and coaching support for new and non-traditionally certified teachers. • Provide evidence based reading intervention 	<ul style="list-style-type: none"> • Year 1 • Year 1 • Year 2 • Annually • Year 1 	<ul style="list-style-type: none"> • Consultant(s) • Reading Research literature & materials • Literacy Coaches to model and coach 	<p>L4GA</p>	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director ESOL Director Sp. Ed. Director</p>

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

	training and support to address at-risk students' needs				
Consistently implement effective assessment tools to determine areas of need and areas of improvement.	<ul style="list-style-type: none"> Provide training of use of assessment tools and how the utilize the data to change instruction 	Year 1	<ul style="list-style-type: none"> Assessment programs Release time to assess data Literacy coach 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I
Ensure new and non-traditionally certified teachers have a support system to guide them	<ul style="list-style-type: none"> Provide coaching and monitoring to effectively implement PL literacy trainings. Provide resources for teachers to access and support planning and instruction. 	Annually	<ul style="list-style-type: none"> Literacy Coach Professional texts 	L4GA Local funds	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director
Establish professional learning communities to support vertical and horizontal alignment and foster collaboration.	<ul style="list-style-type: none"> Provide training and guidance on effective and efficient ways to collaborate weekly Provide training and guidance on effective and efficient ways to conduct vertical and horizontal alignment sessions 	Year 1 Implementation Year 2 – 5 Ongoing	<ul style="list-style-type: none"> Consultant(s) Reading Research literature & materials Literacy Coaches to model and coach Materials & Resources for professional learning sessions 	L4GA Title IV	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director
Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.	<ul style="list-style-type: none"> Provide access to content area literacy materials and writing through laptops and other technology devices. 	Year 2	<ul style="list-style-type: none"> Books Apps Instructional Programs Laptops Ipads 	L4GA	Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I

GRADY COUNTY SCHOOLS: SECTION 4 – PROJECT GOALS, OBJECTIVES, ACTIVITIES, OUTPUTS, OUTCOMES, AND SUPPORTS

	<ul style="list-style-type: none"> Provide access to a wide variety of literature (fiction and non-fiction) through classroom libraries with a range of levels. 				<p>School Administrator CTAE Director Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director</p>
Adopt research-based series to target low performing students based on their specific literacy learning needs.	<ul style="list-style-type: none"> Provide research based series to address Tier 2 and 3 students needing additional support in literacy. 	<p>Year 2 Implementation</p> <p>Years 3 – 5 Ongoing</p>	<ul style="list-style-type: none"> Software program laptops 	L4GA	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director</p>
Engage teachers in ongoing curriculum review to refine and plan for effective instruction in all content areas.	<ul style="list-style-type: none"> Collaborative sessions will provide an opportunity for teachers to review and revise literacy instruction for all content areas. 	Year 1 – Year 5	<ul style="list-style-type: none"> Release time Materials for meetings 	L4GA Title IV	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director</p>
Improve and maintain access to print and electronic literacy to provide a literacy rich environment for early elementary students.	<ul style="list-style-type: none"> Provide access to content area literacy materials and writing through laptops and other technology devices. Provide access to a wide variety of literature (fiction and 	Year 1 Ongoing	<ul style="list-style-type: none"> Books Apps Instructional Programs Laptops Ipads 	L4GA	<p>Literacy Coaches Instructional Coordinators Teachers Assistant Superintendent C & I School Administrator CTAE Director</p>

	non-fiction) through classroom libraries with a range of levels.				Asst. Super. – ESOL, Migrant, Induction Sp. Ed. Director
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The literacy goals and objectives directly address the needs of the students by providing evidence based practices in literacy instruction, research based interventions, technology enhanced learning, assessments, and access to high quality literacy resources. Evidence based practices within professional learning with a literacy focus, additional technology devices to address digital literacy, horizontal and vertical collaboration opportunities and onsite coaching and mentoring are the focus to directly support teachers. In addition to students and teachers, the goals and objectives will directly address the needs of the community members and parents by providing tangible language and literacy resources supported with training throughout the community along with a seamless literacy team from birth to twelfth grade working to create community partnerships and improve literacy in Grady County.

As a result of being a recipient of funding and implementing the stated goals and objectives, Grady County intends to produce the following:

- a larger population of students reading and writing on or above grade level
- improved research-proven classroom literacy instruction from birth to 12th grade
- strong community-school partnerships

With the implementation of the goals and objectives identified in the literacy plans, CCRPI and Georgia Milestones Assessment scores are expected to increase for each school. Most importantly, GCS seeks to meet the needs of the whole child promoting academic, social, emotional, and physical development.

Grady County Schools consists of seven schools that serve Grady County including the cities of Cairo and Whigham. Grady County is located in Southwest Georgia on the Georgia/Florida line just north of Tallahassee, FL. Cairo is the county seat of this rural community. Based on the 2018 U.S. Census Bureau data, the county population was approximately 25,048 people with the City of Cairo population at approximately 9400 mirroring similar numbers from the 2010 U.S. Census count (Grady County= 25,011 & Cairo= 9600). The racial profiles of Grady County and the City of Cairo are as follows:

Grady County Population by Race	
Race	Percentage
American Indian & Alaskan Native	1.3
Asian	.7
Black/African American	29.7
Hispanic	11.7
Native Hawaiian & Other Pacific Islands	.3
White	66.5
Two or more races	1.6

Grady County Schools Population by Race	
Race	Percentage
American Indian & Alaskan Native	1.2
Asian	.4
Black/African American	42.5
Hispanic	18.9
Native Hawaiian & Other Pacific Islands	1
White	50
Two or more races	4

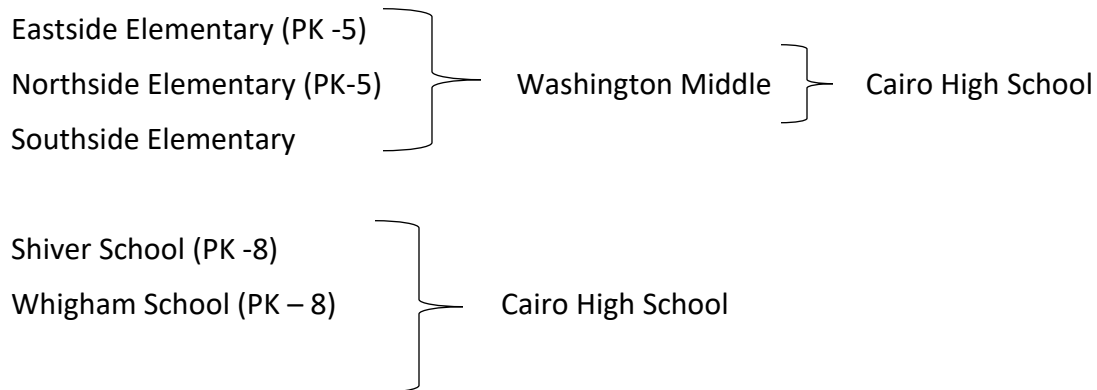
City of Cairo Population by Race	
Race	Percentage
American Indian & Alaskan Native	.4
Asian	.5
Black/African American	32.6
Hispanic	24.8
Native Hawaiian & Other Pacific Islands	0
White	40.2
Two or more races	2.5

There is a higher concentration of economically disadvantaged minority in the city than in the county. This rural agricultural community has very few businesses for employment and employment rates hover around the 50% range. Although the unemployment rates are similar

to the state, families lacking secure employment is more than double the Georgia rate. Limited industry and lack of skilled labor are often the two reasons for the suppressed labor status.

Prospective businesses also cite high illiteracy rates, insufficient basic skills, lack of “soft skills,” and high school dropout rates as the reason for not locating to Grady County.

The Grady County School System consists of seven schools – one high school, one middle school (6th – 8th), two Pre-K - 8 schools, three Pre-K – 5 elementary schools. Five of the seven schools are located within the city limits of Cairo and the two Pre-K – 8 schools are located in the county. Prior to grade school, a small percentage of children birth to 5 attend local daycares as well as the Decatur-Grady Head Start Program. It is the intent that all seven schools participate in the L4GA project. The feeder school patterns are as follows:



Feeder System	Name
Early Care Providers	<ul style="list-style-type: none"> * First Methodist Church Preschool * Pine Level Church Daycare * Buttons & Bows Daycare * Here We Grow Daycare * Paramore Daycare * Little Ones Daycare * Auntie Ann’s Child Care * Children’s Corner * Learning Adventures * Tender Hearts * Children’s Corner * Jana’s Family Daycare
Head Start	Decatur-Grady Head Start
GC Elementary Schools	Eastside Elementary Northside Elementary Southside Elementary
GC Pre-K – 8 th Schools	Shiver Elementary Whigham Elementary
GC Middle School	Washington Middle School
GC High School	Cairo High School

Grady County Schools has enjoyed a close relationship with the local community through the years. Numerous organizations take an active part in the school system. Some of those include Rotary, Kiwanis, Boys & Girls Club, Jackie Robinson Foundation, local veteran groups, local churches, Historical Society, Community Foundation of South Georgia, and Grady County Family Connections. These organizations provide a variety of support from school supply drives, reading partners for elementary students to mentors for struggling students, after school activities and even financial support for specific school projects.

Grady County Schools has embarked on a partnership with the local community to address the urgent need to improve literacy for this community. This group will meet on a quarterly basis to review literacy plans and to determine if the literacy goals are being met. Review of approaches to literacy, data, and accountability of stakeholders will also be reviewed. Viable ways to increase local support and literacy in the home will be an ongoing goal as well. It is the intent of Grady County Schools to utilize the assistance of community organizations to communicate the message of literacy through printed materials, media, local events and meetings.

Grady County Partners are as follows:

Name	Position
Dr. Kermit Gilliard	Superintendent of Grady Co. Schools
Janet Walden	Assistant Superintendent of Curriculum & Instruction
Jackie McCurry	Federal Programs, Pre-K & Parent Involvement Coordinator
Tilda Brimm	Assistant Superintendent of Public Relations & Title III/ESOL
Chris Lokey	Cairo High School Principal
Chiquila Wright	Eastside Elementary School Principal
Cheryl Larkins	Northside Elementary School Principal
Todd Jones	Shiver Elementary School
Kevin Strickland	Southside Elementary School
Michael Best	Washington Middle School
Zack Wilson	Whigham Elementary School
School Media Specialists	All 7 schools
Nola Daughtery	Grady County Family Connection
Daycare owners	Local daycare owners
Crystal Wells	Grady General Hospital Administrator
Janet Boudet	Roddenbery Memorial Library
Mr. Ed Boyd	Grady County Health Department
Dr. Susan Lynn	Thomas University
Michelle Thornton	Grady County Health Department
Yolanda Daniels	Decatur-Grady Head Start Program

As mentioned above, numerous clubs, groups and organizations take great pride in supporting the Grady County School System. It would be difficult to accomplish the goals of our schools without these wonderful assets. However, a more focused approach with the common

goal of literacy would synergize the efforts of these local entities. Some of the past community literacy projects have included Ferst Foundation, and First Steps. Grady County is also a “Get Georgia Reading” community. Along with these efforts, Grady County Schools is in the third year of the GOSA reading grant.

Each of the seven schools are in the third year of PBIS implementation and they have experienced an increase or maintained their climate ratings since 2017. Each school has an active PBIS team that reviews school data and strives to find sensible interventions for identified problems each month. Below is a chart of the climate ratings for the last 3 years.

School	2017 Climate Rating	2018 Climate Rating	2019 Climate Rating
Cairo High School	4 Stars	4 Stars	4 Stars
Eastside Elementary School	4 Stars	4 Stars	4 Stars
Northside Elementary School	5 Stars	5 Stars	5 Stars
Shiver School	3 Stars	4 Stars	5 Stars
Southside Elementary School	4 Stars	4 Stars	4 Stars
Washington Middle School	4 Stars	5 Stars	4 Stars
Whigham School	4 Stars	4 Stars	4 Stars

Grady County Schools literacy growth over the last three years has been below the state performance level and has remained somewhat stagnant. Very few students score in the Distinguished Learner range. There are significant differences in the performance levels of each racial sub-group. The Black and Hispanic subgroups have a significantly higher percentage of students scoring in the Beginning Learner and Developing Learner categories than the White sub-group. This same pattern is evident with the English Learners as well as the SWD students versus the non-SWD students. Below is a chart of the last three years of literacy/ELA outcomes:

Percent of Students Reading on Grade Level and Above

School	2017	2018	2019
Cairo High School	46.84 (9 th Lit. EOC) 54.73 (Amer. Lit.)	49.05	53.14
Eastside Elementary School	49.5	35.16	47.41
Northside Elementary School	49.66	43.38	56.07
Shiver School	51.39 (Middle) 47.5 (Elementary)	48.50	51.66
Southside Elementary School	46.6	42.62	49.63
Washington Middle School	48.83	40.87	42.11
Whigham School	59.87 (Middle) 62.35 (Elementary)	55.63	65.51

*Data acquired from the Georgia Milestones DOE website. <http://www.gadoe.org/Georgia-Insights/Pages/Georgia-Milestones.aspx>

Grady County Schools is in the process of establishing a Community Literacy Partnership to include early childcare providers, after school providers and community organizations that provide care or services to children. They will be invited to be a part of the quarterly meetings to review and support literacy efforts. They will also be included in any literacy trainings as well as resources to bridge their efforts to the school system.

Grady County Schools is in the process of incorporating community/organization partners into the Community Literacy Partnership. The goals are to bring literacy awareness to the community, elicit assistance from community organizations and synergize resources available in the community.

Grady County routinely engages in projects with several area universities – Albany State University, Abraham Baldwin Agricultural College, Southern Regional Technical College (prepare people for para and daycare training), Thomas University, Valdosta State University and Florida State University. Currently, Grady County is partnering with Thomas University as part of the

community collaboration for this literacy project. Thomas University also serves as Grady County Schools P20 collaborative partner working to support preservice teachers as well as newly trained and hired teachers. We chose this university because many of the new teachers that are hired in Grady County come from this education program. They will be an active part of the quarterly meetings to review the current trainings, practices and monitoring. Connections with individuals from the university that possess specific talents for reading intervention will be used to support the literacy efforts of Grady County.

GRADY COUNTY SCHOOLS: SECTION 2 - LEA PARTNERSHIP MANAGEMENT PLAN AND KEY PERSONNEL

Dr. Kermit Gilliard, Grady County Superintendent will oversee the management of the Literacy for Learning, Living, and Leading in Georgia (L4GA) grant and Mrs. Janet Walden, Assistant Superintendent for Curriculum and Instruction, will serve as the facilitator of the grant. The county grant team will also be an active part of ensuring the intent of the grant is happening throughout the system and community. The system level individuals are as follows:

Name	Title	Role	Grant Responsibilities
Dr. Kermit Gilliard k.gilliard@grady.k12.ga.us	Superintendent of Grady County Schools	Grant Manager	Oversee the grant process manage assignments to accomplish grant goals
Janet Walden j.walden@grady.k12.ga.us	Asst. Superintendent of C & I	Grant Facilitator	Coordinate the system and school literacy teams to implement and monitor the grant.
Jackie McCurry j.mccurry@grady.k12.ga.us	Federal Programs, Parent Engagement & Pre-K	Project Monitor	Coordinates with district to ensure grant actions meet Federal Program requirements and goals.
Tilda Brimm t.brimm@grady.k12.ga.us	Assistant Superintendent -ESOL, Migrant, Teacher Induction/Mentor	Project Monitor	Coordinate with district to ensure grant actions meet ESOL, Migrant and Teacher Induction/Mentor goals.
Dan Broome d.broome@grady.k12.ga.us	Chief Financial Officer	Fiscal Manager	Manage fiscal responsibilities of the grant
Chris Lokey c.lokey@grady.k12.ga.us	Cairo High School Principal	Site Manager	Oversee and monitor day to day implementation
Chiquila Wright c.wright@grady.k12.ga.us	Eastside Elementary School Principal	Site Manager	Oversee and monitor day to day implementation

GRADY COUNTY SCHOOLS: SECTION 2 - LEA PARTNERSHIP MANAGEMENT PLAN AND KEY PERSONNEL

Cheryl Larkins c.larkins@grady.k12.ga.us	Northside Elementary School Principal	Site Manager	Oversee and monitor day to day implementation
Todd Jones t.jones@grady.k12.ga.us	Shiver Elementary School Principal	Site Manager	Oversee and monitor day to day implementation
Kevin Strickland k.strickland@grady.k12.ga.us	Southside Elementary School Principal	Site Manager	Oversee and monitor day to day implementation
Michael Best m.best@grady.k12.ga.us	Washington Middle School Principal	Site Manager	Oversee and monitor day to day implementation
Zack Wilson z.wilson@grady.k12.ga.us	Whigham Elementary School Principal	Site Manager	Oversee and monitor day to day implementation

Day-to-day implementation of the grant will be managed and monitored at the school level by the administrative teams including the principals, assistant principals, literacy team representatives, and instructional coordinators.

It is the intent to effectively communicate the goals, progress, and outcomes with all literacy partners as well as students, parents and community. Updates and guidance will take place through a combination of literacy team meetings, faculty meetings and administrator’s meetings as well as written communications.

B-5 Services

An overwhelming 70% of Grady County children ages 3-4 are not currently enrolled in any form of daycare services (Kids Count data). This alarming number establishes the need for well-planned, effective ways to provide a literacy and language rich source for parents to support their children’s early literacy development. Therefore, Grady County intends to hire a B-5 coordinator using grant funding to provide print materials, trainings, and guidance to the parents. The system will also work with local daycares, Head Start, doctor’s offices, the local hospital, and local businesses to gain access to the B-5 population with the intent to provide training and literacy resources.

District Strategic Plan

Grady County Schools District Strategic Plan is reviewed and revised on a 5-year rotation (2015-2020). The plan currently reflects the following goals that are used to guide district and school initiatives.

Goal 1 Maintain a safe, orderly, and effective environment for students, staff, and visitors.

- Provide safe facilities.
- Provide safe student transportation.
- Maintain a safe, positive, and non-threatening school climate.
- Provide safe and nutritious meals for all.
- Provide social services to identify students based on needs.

Goal 2 Raise achievement of all students to ensure attainment of maximum potential with a focus on college and/or career readiness.

- Maintain/increase the percentage of all students and reported subgroups meeting or exceeding on state and system assessments.
- Ensure readiness for students focusing on career and/or technical college.
- Ensure readiness for students to enter traditional college setting.
- Provide essential technology and learning resources.

Goal 3 Promote involvement and engagement of students, teachers, parents, and community in the educational process.

- Increase knowledge and skills related to all stakeholders' educational responsibilities.
- Support community involvement.
- Increase student attendance and preparedness for school.
- Support student involvement in extra-curricular and interscholastic activities.
- Increase the awareness of cultural diversity.

Goal 4 Recruit, hire, develop, and retain qualified/student focused personnel.

- Maintain consistent employment policies and procedures.
- Employ and retain qualified and diversified personnel.
- Evaluate personnel consistently and appropriately.
- Improve knowledge and skills of personnel.

Goal 5 Ensure fiscal responsibility

- Plan for budgets based on identified needs and best financial practices.
- Create budgets based on the established plans.
- Operate within the board adopted budget.

GCS completes a Comprehensive Needs Assessment (CNA) annually both at the district and school levels. The identified needs are reviewed in conjunction with the system strategic goals and objectives. The most recent CNA revealed the need for academic improvement in Reading/Language Arts as well as Math, Science and Social Studies within each grade band at each school. Data analysis indicated economically disadvantaged students, students with disabilities, minority students and English as a Second Language students are significantly behind in Reading/Language Arts. It was also noted that the majority of students from all races are not performing as well as their counterparts both state and nationally. In 2019, only 36% of

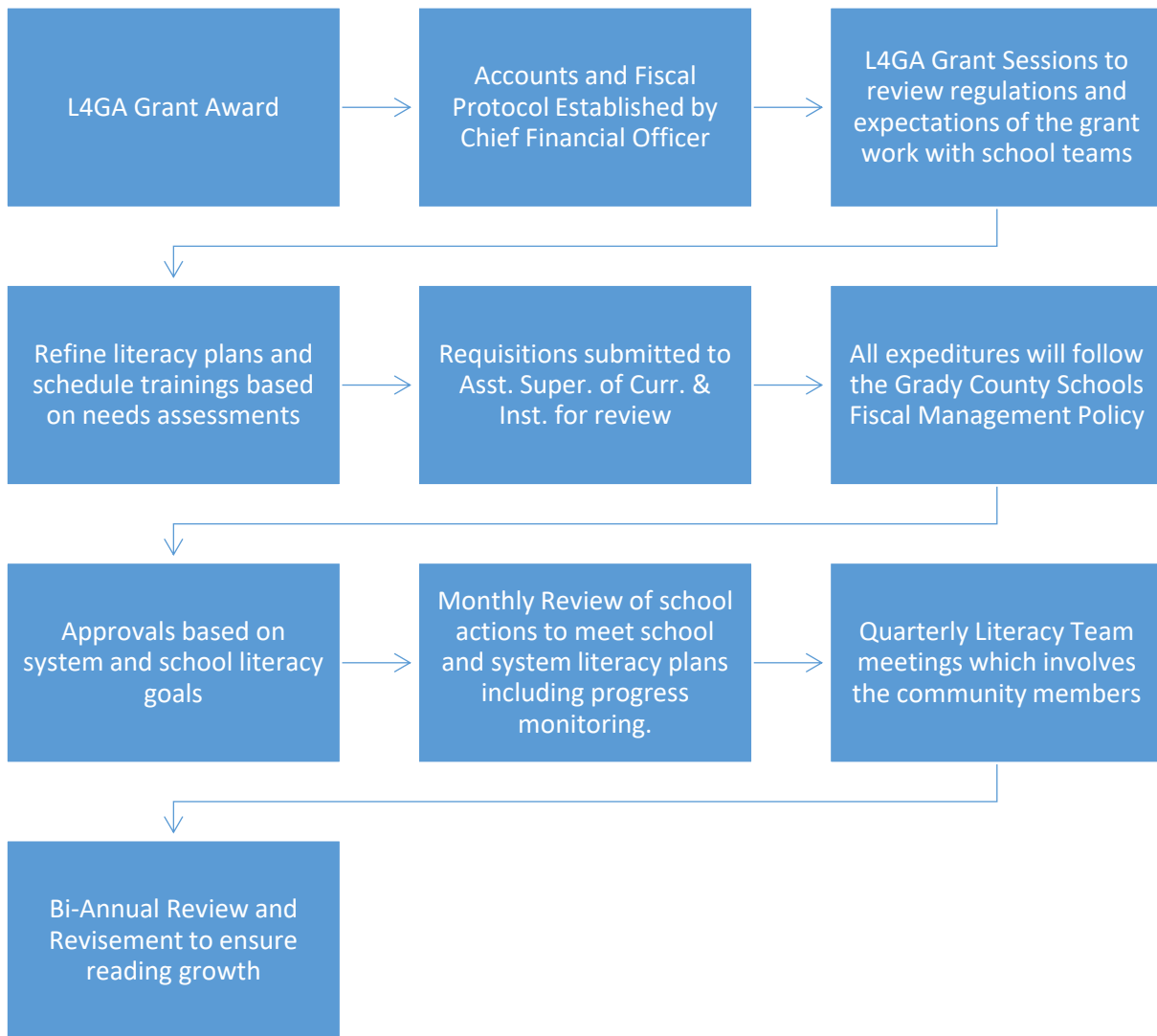
all third grade students scored proficient or higher on the Milestones End of Grade test. Therefore, literacy continues to be a priority for GCS.

The CNA process also identified a need to build professional capacity to improve teacher effectiveness. This need has magnified as the number of new and non-traditionally certified teachers being hired have increased each year. This group of teachers typically lack the depth of understanding and skill needed to teach reading. A lack of access to technology and how to use it effectively in the instructional setting compounds the deficits noted in the learning environment.

This grant will allow more resources and opportunities to address the literacy needs of this system. This grant aligns to the Grady County Strategic Plan goals seamlessly because increasing academic achievement, post-secondary readiness, community engagement and well-trained personnel are all embedded in the system plan. The system CNA also established the need for sustained quality professional development to increase academic performance. Specifically, teachers need a deeper understanding of assessment and how to deliver tailored instruction based on the specific learning needs of the students.

The grant will be managed financially and programmatically by the Federal Programs Director, the Assistant Superintendent for Curriculum and Instruction, the Parent Engagement Coordinator and the Chief Financial Officer. All finances will follow the Grady County Policies for Financial Management of Funds. Grady County Schools maintains board approved procurement procedures that are also required for administration of any grant funding. All requests for purchasing follow district purchasing procedures. Once monies are received, all purchases must go through a tiered approval processes that ensures that goals derived from the needs assessments are being addressed. Purchases and trainings must also be justified using the grant guidelines and the plans that were submitted. Schools are required to complete justification forms with references to their school improvement plans in order to purchase and obtain materials or trainings. No financial or programmatic audit findings have been issued over the three years.

Internal management of grant



Grady County Schools utilizes multiple funding sources to accomplish the annual goals and objectives. An annual review of the district’s finances is conducted for all funding sources to ensure they are used effectively and efficiently. GCS budget is approximately \$42 million including all local, state and federal funds combined. GCS has no audit findings in the past two years. In the 2016 audit, the *financial reporting process* was identified as an area to strengthen internal controls to ensure that financial statements are properly presented. This was immediately addressed and resolved with no findings the following year. Internal controls and spending procedures are outlined in the district’s policies and procedures manual. All sources of funds are entered into the accounting system and purchasing procedures and steps for monitoring are applied.

Through the CNA process, it was identified that literacy was one of the critical areas of need across all grade bands, subgroups (including SWD, EL, and minority) and content areas. The GCS system improvement team identified low reading performance as an underlying cause for lack of sustained student success. Using the Five Why's strategy several root causes were identified. They are as follows:

- Large number of students living in impoverished conditions.
- Educational levels of the parents.
- Need for B5 literacy exposure.
- Need for teacher preparation in the areas of reading, writing, and mathematics.
- Needs for consistent approach to balanced literacy.
- Need for consistent teacher collaboration to plan and design rigorous standards based lessons.
- Increase of alternatively certified teachers lacking a background in instructional planning, strategies, classroom management and assessment.
- Need for improved access to technology and research-based software to address specific learning needs.
- Need for systematic process to review and analyze data, and address needs based on data.
- Need for common understanding and expectations to foster positive school climate.

In order to address the identified needs and implement the GCS literacy plan successfully, collaborative time, resources, materials, technology, literacy coaches, quality professional learning focused on research based literacy, data analysis and effective supportive environment practices personnel are needed.

Strategies	Intended Outcomes	Funding Sources
Literacy audit at each school conducted by an external consultant	<ul style="list-style-type: none"> • Clear determination of effective practices currently happening and areas of need to prioritize professional learning. 	L4GA
Administer standardized assessments to gauge academic literacy performance of students and identify areas of need.	<ul style="list-style-type: none"> • Established baseline to provide proper student supports • Effective instructional planning • Instructional engagement • Support for teachers 	L4GA
<p>Provide evidence-based professional learning opportunities.</p> <ul style="list-style-type: none"> • Effective literacy practices • Instructional strategies • Instructional planning • Classroom environment • Effective use of technology in the classroom • Collecting and interpreting data • Supports for new teachers • Program & assessment trainings 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment (PBIS), RTI/MTSS • Student supports (RTI/MTSS) • Additional teacher guidance for new and non-traditionally trained teacher • Effective use of technology to enhance instruction and motivate students. 	L4GA Title IV

<p>Establish a common understanding of balanced literacy and the importance that all teachers are reading teachers.</p>	<ul style="list-style-type: none"> • Student achievement in all subject areas. • Improve supportive classroom environment • Student supports (RTI/MTSS) • Teacher support 	<p>L4GA</p>
<p>Review and refine literacy plans to ensure vertical and horizontal alignment in reading and writing</p>	<ul style="list-style-type: none"> • Teacher support • Improved literacy achievement • Improved academic achievement in all subjects • Standardize academic expectations 	<p>L4GA Title IV will be used for other subject areas</p>
<p>Provide access to a wide variety and levels of print and electronic texts for all subject areas</p>	<ul style="list-style-type: none"> • Improved literacy achievement • Instructional engagement • Student supports (RTI/MTSS) 	<p>L4GA</p>
<p>Increase access to books and resources in the school's media centers</p>	<ul style="list-style-type: none"> • Improved literacy achievement • Instructional engagement • Student supports (RTI/MTSS) 	<p>L4GA Local funds</p>
<p>Provide instructional coaching for ELA teachers.</p>	<ul style="list-style-type: none"> • Improved literacy achievement • Teacher support; focus on new and non-traditionally certified • Instructional engagement 	<p>L4GA</p>
<p>Secure materials and resources to support schools meeting their individual school literacy plans.</p>	<ul style="list-style-type: none"> • Improved literacy achievement • Teacher support • Instructional engagement • Student supports (RTI/MTSS) 	<p>L4GA Title I Title IV</p>
<p>Utilize P20 partners and community partners to assist with academic engagement, literacy awareness, and assessment</p>	<ul style="list-style-type: none"> • Community awareness of the importance of literacy • Academic achievement • Literacy achievement 	<p>L4GA Local funds</p>

	<ul style="list-style-type: none"> • Student Supports (RTI/MTSS) • Teacher support 	
Literacy outreach to B5 population through multiple points of access to provide literature, manipulatives and training.	<ul style="list-style-type: none"> • Improve school readiness • Improve reading readiness • Build trust and a collaborative spirit with the community/families 	L4GA Local funds PreK

Resources & Materials	Intended Outcomes	
Assessments <ul style="list-style-type: none"> • Reading Inventory • DIBELS Next • PPVT 4 • PALS 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports (RTI/MTSS) • Teacher support 	L4GA
Diagnostic instruments to identify specific learning needs.	<ul style="list-style-type: none"> • Improve literacy achievement • Student supports (RTI/MTSS) • Effective planning for instruction • Teacher support 	L4GA
Resources, materials, and digital intervention programs & software to provide targeted interventions, instruction and enrichment.	<ul style="list-style-type: none"> • Improve literacy achievement • Student supports (RTI/MTSS) • Effective planning for instruction • Teacher support 	L4GA Title I Title IV
Needed for PL:	<ul style="list-style-type: none"> • Improve literacy achievement 	L4GA Title IV

<ul style="list-style-type: none"> • Costs associated with professional learning – stipends, substitutes, travel, registrations, consultants’ fees, training materials • Print and digital reading materials • Research-based literacy materials (professional texts) • Literacy coaches 	<ul style="list-style-type: none"> • Improve supportive classroom environment • Effective planning for instruction • Student supports (RTI/MTSS) • Teacher support 	
<p>Digital literacy resources to address writing, research, multimedia communication, and other technology based skills.</p>	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports (RTI/MTSS) 	L4GA
<ul style="list-style-type: none"> • Bilingual materials 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports (RTI/MTSS) 	L4GA Title III
<ul style="list-style-type: none"> • Books to strengthen media center selections to increase student interests and motivation 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive school environment • Student supports 	L4GA Local funds
<ul style="list-style-type: none"> • Apps to provide access to electronic books 	<ul style="list-style-type: none"> • Improve literacy achievement 	L4GA

	<ul style="list-style-type: none"> • Improve supportive classroom environment • Effective planning for instruction • Student supports • Teacher support 	
<ul style="list-style-type: none"> • Laptops and iPads to access digital print 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports • Teacher support 	L4GA
<ul style="list-style-type: none"> • Manipulatives/intervention materials 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports (RTI/MTSS) 	
<ul style="list-style-type: none"> • Reading area furniture and equipment 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Student supports 	L4GA
<ul style="list-style-type: none"> • Books for classroom libraries (fiction & nonfiction – multiples levels) • Book containers & bags for classroom libraries 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Student supports 	L4GA

	<ul style="list-style-type: none"> • Teacher support 	
<ul style="list-style-type: none"> • Texts to support literacy in all subject areas 	<ul style="list-style-type: none"> • Improve literacy achievement • Improve supportive classroom environment • Effective planning for instruction • Student supports • Teacher support 	<p>L4GA Local funds</p>

Through the CNA process, extensive data analysis, and numerous awareness observations, it is evident Grady County Schools needs a laser focus on literacy. It has been determined the lack of literacy and language rich environments for children is a systemic problem emerging from an early age. A large percentage of children enter school lagging developmentally and this trend tends to continue throughout K-12, especially in the Black, Hispanic, EL, and SWD subgroups. It is also evident that most teachers struggle to understand how to meet students where they are in the learning process and be prescriptive in their teaching to close the achievement gaps. Therefore, Grady County Schools will use the L4GA grants funds in the following categories: quality professional learning focused on research based effective practices that meet the learning needs of students, screening/diagnostic assessments, effective use of technology to address literacy needs, technology equipment as well as software needed to support literacy efforts, community engagement to inform and educate, personnel commissioned to address literacy, literacy materials & resources.

Budgeted items include the following:

Professional Development: Professional Development is a crucial component of any educational initiative. Both on and off site PD will be used to address the learning needs of educators. GCS will also contract with content area experts to provide trainings that specifically address system and school goals. Consultant fees, conference registrations, travel expenses, training materials, stipends, and funding for substitutes will all be covered with the PD portion of the L4GA grant funding.

Assessments/Screenings: A portion of the funding will be used to purchase and support the assessments required by the L4GA grant.

Technology: Technology in the 21st century motivates and supports students' learning. Students tend to be more engaged when they can access learning through digital platforms. Equipment needed to access digital literacy resources, intervention resources, core content, assessments, and instructional software will be purchased with grant funds.

Response to Intervention: The ability to assess and instruct students where they are currently performing is critical to closing the achievement gaps for all subgroups. Several research-based software programs will be purchased to provide a systematic support for struggling students.

Print & Digital Texts: A large variety of texts are needed at each grade level to provide that text rich environment. This collection should be available both in the classrooms as well as the media centers. It is also critical for the B5 children to have ready access to print materials and manipulatives.

Community Engagement: Improving literacy is more than a grade school issue. The collective efforts of schools, community groups, and families are necessary to ensure literacy is important and being addressed. Therefore, community events, trainings and access to literacy materials are needed to foster a community-wide focus on literacy. Funding will be used to provide trainings, materials and guidance to sustain a community cohesiveness that supports literacy.

Personnel: Coaching and modeling are some of the most effective ways to teach and sustain improved performance for teachers. Providing an individual that understanding the science of reading and works directly with teachers, parents and students daily can impact learning significantly. It is the intent of GCS to provide reading coaches to support B5, K-5, 6-8 and 9-12.

Miscellaneous: A small portion of the grant will be used to purchase consumable supplies, materials and fees such as paper, poster paper, markers, charts, literacy materials, transportation, flyers, and advertisements for community events.

L4GA funds will be used in conjunction with GCS local funds, Title I, Title IIA, Title IV, Title V.

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What Works Clearinghouse (2012). *Teaching Elementary School Students to Write Effectively*.

What Works Clearinghouse (2016). *Teaching Secondary Students to Write Effectively*.

Application: Grady County Schools - Cairo High School Literacy Plan

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Cairo High School
System ID	665
School ID	1050

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

82

Number of Paraprofessionals or Teaching Assistants in School

12

Principal or Director

Name	Chris Lokey
Position	Principal
Email	c.lokey@grady.k12.ga.us
Phone	(No response)

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent of Curriculum & Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County School - Cairo High School Literacy Plan](#)

Filename: Grady_County_School_-_Cairo_High_Schoo_sk1gRFa.pdf **Size:** 155.4 kB

Application: Grady County Schools - Washington Middle School

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Washington Middle School
System ID	665
School ID	0174

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

59

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Michael Best
Position	Principal
Email	m.best@grady.k12.ga.us
Phone	229-377-2106

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent of Curriculum and Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County Schools - Washington Middle Literacy Plan](#)

Filename: Grady_County_Schools_-_Washington_Midd_wAkzHgU.pdf Size: 682.7 kB

Application: Grady County Schools - Eastside Elementary School

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Eastside Elementary School
System ID	665
School ID	0185

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

46

Number of Paraprofessionals or Teaching Assistants in School

21

Principal or Director

Name	Chiquila Wright
Position	Principal
Email	c.wright@grady.k12.ga.us
Phone	229-377-8441

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent of Curriculum and Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County Schools - Eastside Elementary Literacy Plan](#)

Filename: Grady_County_Schools_-_Eastside_Elemen_d1ek2wQ.pdf Size: 675.4 kB

Application: Grady County Schools - Shiver Elementary School

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Shiver Elementary School
System ID	665
School ID	3050

Non-traditional Grade Configuration

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

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

K-8

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

39

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

Name	Todd Jones
Position	Principal
Email	t.jones@grady.k12.ga.us
Phone	229-377-2325

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent for Curriculum and Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County Schools Shiver School Literacy Plan](#)

Filename: Grady_County_Schools_Shiver_School_Lit_nMnHipt.pdf Size: 651.4 kB

Application: Grady County Schools - Whigham Elementary School

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Whigham Elementary School
System ID	665
School ID	1054

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).

K-8

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

Name	Zack Wilson
Position	Principal
Email	z.wilson@grady.k12.ga.us
Phone	229-307-1714

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent of Curriculum & Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County Schools - Whigham School Literacy Plan](#)

Filename: Grady_County_Schools_-_Whigham_School__TDHTqBr.pdf Size: 842.5 kB

Application: Grady County Schools Southside Elementary School

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Southside Elementary School
System ID	665
School ID	2050

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

46

Number of Paraprofessionals or Teaching Assistants in School

26

Principal or Director

Name	Kevin Strickland
Position	Principal
Email	k.strickland@grady.k12.ga.us
Phone	229-377-3723

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent of Curriculum & Instruction
Email	j.walden@grady.k12.ga.us
Phone	2293773701

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

[Grady County Schools Southside Literacy Plan](#)

Filename: Grady_County_Schools_Southside_Literacy_Plan.pdf Size: 761.2 kB

Application: Grady County Schools Northside Elementary

Janet Walden - j.walden@grady.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	Grady County Schools
School or Center Name	Northside Elementary School
System ID	665
School ID	1550

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

30

Number of Paraprofessionals or Teaching Assistants in School

14

Principal or Director

Name	Dr. Cheryl Larkins
Position	Principal
Email	c.larkins@grady.k12.ga.us
Phone	229-377-2422

L4GA 2019 School Contact

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

Name	Janet Walden
Position	Assistant Superintendent for Curriculum & Instruction
Email	j.walden@grady.k12.ga.us
Phone	229-377-3701

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

Grady County Schools Northside Elementary Literacy Plan

Filename: Grady_County_Schools_Northside_Element_o1CGAP1.pdf **Size:** 840.3 kB

SCHOOL HISTORY

Shiver Elementary School, which houses grades PreK – 8, is a rural public community school located in Grady, County. The student population of 550 is comprised of students from the Shiver district in northern Grady County, with 22% of the population living out of district. The student population consists of 7% African American, 15% Hispanic/Latino, 74% White and 4% other races. Students with disabilities comprise of 14% of the student population. Economically disadvantaged students make up the 100% of the population. Shiver is also a proud PBIS school and supporter of fostering social-emotional learning through a social-emotional curriculum and character education.

Shiver’s staff is made of 39 certified teachers and 13 paraprofessionals. Our contributing professionals include a school counselor and a media specialist. Our administrative team consists of a principal, assistant principal and an instructional coordinator.

NEED FOR L4GA

CURRENTLY IN PLACE

The following initiatives have been introduced and implemented at Shiver Elementary School. However, based on numerous data sets including Milestones, there continues to be deficits in the area of student literacy. This L4GA grant would be used to support and extend the initiatives already in place as well as add additional evidence-based practices to improve student literacy.

ELA/Literacy Action Steps included in School Improvement Plan

- Implementation of balanced literacy approach in all content areas
- Implementation of technology enhanced instruction in all content areas
- Implementation of research based instructional strategies
- Implementation of daily intervention time embedded in the daily schedule
- Implementation of data driven small group instruction
- Implementation of independent reading time on a daily basis
- Implementation of conferring with students weekly
- Implementation of clear expectations by incorporating student friendly “I Can” statements in all content areas
- Implementation of Write Score Instructional Materials and Assessments
- Implementation of Istation Reading Assessment and Technology Enhanced Remediation Instruction (Grades K-5)
- Implementation of Ready Reading Curriculum and iReady Assessment & Instruction (Grades 6-8)

DATA

According to the Georgia Milestones End of Grade Data, all grades but 5th grade experienced a growth in the percentage of students reading on grade level. However, the data continues to verify that a large percentage of Shiver students are still not reading on grade level despite the recent efforts to improve.

	Percent of Students Reading Below Grade Level in 2018	Percent of Students Reading Below Grade Level 2019
3 rd Grade	38%	24%
4 th Grade	58%	50%
5 th Grade	26%	37%
6 th Grade	48%	35%
7 th Grade	44%	34%
8 th Grade	33%	29%

According to the Lexile Data from SLDS, all grades but 5th grade have shown an increase in Lexile levels within the past two years. However, the data continues to verify that a large percentage of Shiver students continue to read below the required Lexile stretch band.

	Percent of Students within or above the Lexile Band 2018	Percent of Students within or above the Lexile Band 2019
3 rd Grade	61%	77%
4 th Grade	42%	50%
5 th Grade	74%	63%
6 th Grade	52%	66%
7 th Grade	56%	66%
8 th Grade	66%	71%

According to the 2018 and 2019 Georgia Milestones End of Grade Assessment Data, 4 out of 6 grade levels have shown improvement in the “need for remediation” area. However, the data continues to verify a strong need for remediation for a large percentage of the Shiver student population within Reading and Writing.

	% of students needing remediation in READING & VOCABULARY		% of students needing remediation in WRITING & LANGUAGE	
	2018	2019	2018	2019
3 rd Grade	70%	63%	56%	53%
4 th Grade	85%	67%	75%	74%
5 th Grade	66%	73%	58%	73%
6 th Grade	63%	56%	81%	63%
7 th Grade	73%	75%	63%	78%
8 th Grade	64%	44%	64%	51%

Shiver School Objectives

Plan for K-5 Elementary Level					
Objective	Assessment, Resources and Materials	Timeline	Methods of Evaluation	Funding Source(s)	Person(s) Responsible
Provide small group instruction, guided/leveled reading instruction, strategy groups and conferring in all ELA classrooms.	Fountas and Pinnell Assessment Kit Jennifer Serravallo Reading Strategies Book and Reading Conferences Books	All year	Fountas and Pinnell Assessment Data Conferring Logs Lesson Plans TKES		ELA Teachers School Administrators
Replenish and add to independent leveled reading classroom libraries.	Leveled Reader Classroom Libraries from Scholastic (Above and Below GL)	1 st 9 weeks	Awareness Walks	L4GA	IC ELA Teachers

GRADY COUNTY SCHOOLS: SECTION 8 – SHIVER ELEMENTARY SCHOOL LITERACY PLAN

Provide Paraprofessional support in all ELA classrooms in grades K - 3	Hire the following paras 2 for 1 st grade 1 for 2 nd grade 1 for 3 rd grade	All year	Paraprofessional EOY Evaluation TKES	L4GA	Lead Teachers School Administrators
Assess/Monitor students monthly using the Istation ISIP Assessment	Istation ISIP Assessment	Monthly August through May	ISIP Monthly Reports	_____	ELA teachers IC
Provide computer based and face to face interventions through Istation for students performing below grade level.	Istation Software with instructional Pathways and Intervention Lessons Chromebook Carts for ELA classroom use	All year	Istation Priority Reports	_____ L4GA	ELA Teachers IC
Assess/Monitor students Beginning of the Year (BOY), Middle of the Year (MOY) and End of the	Fountas and Pinnell Assessment Kit	AUG 2020 JAN 2021 MAY 2021	Fountas & Pinnell Data for BOY, MOY, EOY	L4GA	ELA Teachers IC

GRADY COUNTY SCHOOLS: SECTION 8 – SHIVER ELEMENTARY SCHOOL LITERACY PLAN

Year (EOY) to establish achievement baselines and determine growth					
Provide specific pull out 30 minute daily intervention time by a literacy coach or reading intervention teacher for all low level 1 st grade students performing at the bottom 20% of the class.	Literacy Coach Reading Intervention Curriculum	September through April	Reading Intervention Assessment Data of Student Progress	L4GA	ELA Teachers Literacy Coach IC
Provide intense, job embedded and ongoing PL support for Jennifer Seravallo reading and writing resources and strategies.	J. Serravollo Resources Reading Strategies Writing Strategies Reading Conference Substitute Coverage for PL	5 ½ day sessions per school year	TKS Lesson Plans Agendas Sign In Sheets	L4GA	IC Literacy Coach
Expand writing instruction and practices to the science and social	Write Score Teaching Resources	All year	Content Related Writing Assessment at End of each 9		Science and Social Studies Teachers IC Literacy Coaches

GRADY COUNTY SCHOOLS: SECTION 8 – SHIVER ELEMENTARY SCHOOL LITERACY PLAN

studies content areas.			weeks in Science and Social Studies Write Score Assessment Data		
Provide intense, job embedded PL for Science and Social Studies teachers to assist with teaching writing standards across the curriculum.	Write Score Teaching Resources Substitute Pay for PL	5 ½ day sessions per school year	TKS Lesson Plans Agendas Sign In Sheets Write Score Assessment Data		IC Literacy Coaches School Administrators
Refine and enhance our existing systematic approach to teaching keyboarding skills and provide children with consistent experience with composition on computers.	Chromebooks on carts for classroom use Keyboarding software Paraprofessional support in the elementary computer lab	All year	Edutyping Data Write Score Data		Computer Lab Paraprofessional IC School Administration ELA Teachers
Increase parents' capacity to understand what it means to read and write on grade level and how to support their child at home	Parent Resources for increasing literacy at home such as Books and Writing materials	3 times a year	Parent Meeting agendas and sign in sheets		IC School Administration

Plan for 6-8 Middle School Level					
Objective	Assessment, Resources and Materials	Timeline	Methods of Evaluation	Funding Source(s)	Person(s) Responsible
Provide small group instruction, guided/leveled reading instruction, strategy groups and conferring in all ELA classrooms.	Fountas and Pinnell Assessment Kit Jennifer Serravallo Reading Strategies Book and Reading Conferences Books	All year	Fountas and Pinnell Assessment Data Conferring Logs Lesson Plans TKES		ELA Teachers School Administrators
Replenish and add to independent leveled reading classroom libraries.	Leveled Reader Classroom Libraries from Scholastic (Above and Below GL)	1 st 9 weeks	Awareness Walks	L4GA	IC ELA Teachers
Assess/Monitor students 3 times a year using iReady Reading Diagnostic	Iready Reading Diagnostic Software Classroom Chromebook Carts	BOY MOY EOY	Iready Reading Diagnostic Data		ELA Teachers IC School Administrators
Provide computer based and face to face interventions through Istation for students performing below grade level.	Iready Reading Instructional Pathway Classroom Chromebook carts for daily intervention use	All year	Iready Usage Report and Pathway Progress Report		ELA Teachers IC School Administrators

GRADY COUNTY SCHOOLS: SECTION 8 – SHIVER ELEMENTARY SCHOOL LITERACY PLAN

Assess/Monitor students (face to face teacher given) Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) to establish achievement baselines and determine growth	Fountas and Pinnell Assessment Kits for 6-8 grade	BOY MOY EOY	Fountas and Pinnell Assessment Data		ELA Teachers Literacy Coach IC
Provide intense, job embedded and ongoing PL support for Jennifer Seravallo reading and writing resources and strategies.	J. Serravollo Resources Reading Strategies Writing Strategies Reading Conference Substitute Coverage for PL	5 ½ day sessions per school year	TKS Lesson Plans Agendas Sign In Sheets	L4GA	IC Literacy Coach
Expand writing instruction and practices to the science and social studies content areas.	Write Score Teaching Resources	All year	Content Related Writing Assessment at End of each 9 weeks in Science and Social Studies Write Score Assessment Data		Science and Social Studies Teachers IC Literacy Coaches
Provide intense, job embedded PL for Science and Social Studies teachers to	Write Score Teaching Resources Substitutue Pay for PL	5 ½ day sessions per school year	TKS Lesson Plans Agendas	L4GA	IC Literacy Coaches School Administrators

assist with teaching writing standards across the curriculum.			Sign In Sheets Write Score Assessment Data		
Increase student engagement and participation, teacher feedback by creating engaging reading and writing lessons using technology	Nearpod Software for grade 6-8 Chromebook carts for all ELA Classrooms	All year	TKES Lesson Plans Awareness Walks	L4GA	ELA Teachers Literacy Coach IC School Administration

SCHOOL LEADERSHIP TEAM

The Literacy Leadership Team at Shiver Elementary School consists of:

- School Administration
 - Principal
 - Assistant Principal
- Instructional Coordinator
- B-5 Literacy Coach
- School Literacy Coach
- Media Specialist
- PBIS Coach
- Teacher Representatives
 - K-2 ELA Representative
 - K-2 Math Representative
 - K-2 Science/Social Studies Representative
 - 3-5 ELA Representative
 - 3-5 Math Representative

- 3-5 Science/Social Studies Representative
- 6-8 ELA Representative
- 6-8 Math Representative
- 6-8 Science/Social Studies Representative
- Parents
- Community Members

LITERACY TEAM

The School Literacy Team at Shiver will work closely with the system-wide instructional literacy initiatives. We will coordinate with the B-5 literacy team and K-12 Literacy Team in the county to ensure we have established consistent goals. We will come together every 4.5 weeks to review the goals and monitor the data.

COMMUNITY CONNECTION

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundry Mat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Rodenberry Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will diligently review data from the above assessments to determine areas of weaknesses and strengths to improve implementation at the school level and system level.

OUR MISSION

It is our desire to have a seamless literacy relationship with our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members.

EVIDENCE BASED PRACTICES

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with the P20 partners and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Training will be provided, as needed and implementation will be monitored for effectiveness.

LITERACY INTERVENTIONS

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant along with a combination of formative and local summative assessments. Students scoring at or below the 25th percentile will receive intervention per RTI/MTSS guidelines.

MONITORING OF INTERVENTIONS

The implementation and effectiveness of services will be monitored through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: iStation, iReady, STAR and Georgia Milestones. Frequency of monitoring will be determined according to MTSS guidelines.

School Overview

Southside Elementary School is a rural public elementary school that houses students in grades Pre-K through fifth. Southside is located in Cairo, Georgia. The current population consists of approximately 675 students. Our population is made up of 39% African American, 27% Hispanic, 29% White and less than 1% other races. Students with disabilities are comprised of 9.6 % percent. Students eligible for free or reduced lunch make up 100% of the population. Southside is a PBIS school and works to foster social-emotional learning through a social-emotional curriculum and character education. Becoming a PBIS school has helped to create a positive learning environment.

Southside's staff consists of 46 teachers and 26 paraprofessionals. In the recent years there has been significant changes in the faculty due to retirements and transfers. A significant number of teachers have less than 10 years of teaching experience and many are alternatively certified. This has presented a new challenge for the needs of Southside's diverse student population. Fortifying Tier 1 instruction in ELA has become a primary need for Southside faculty. Understanding how to intervene for struggling readers is a focus for this faculty. Research based instructional strategies would improve instruction in all subject areas along with a deeper understanding of how to work with economically disadvantaged students.

Need for L4G4

Literacy Data: Southside Elementary School's 2019 CCRPI score is 67.7. The data reveals significant weaknesses in all academic areas. Please see the table below for specific data breakdown.

2018-2019 GMAS	ELA Percentage below Proficient Learner	Math Percentage below Proficient Learner	Science Percentage below Proficient Learner	Social Studies Percentage below Proficient Learner
3rd Grade	76.5%	67.5%		
4th Grade	64.7%	70.6%		
5th Grade	69%	94%	65.4%	83.4%
2017-2018 GMAS	ELA Percentage below Proficient Learner	Math Percentage below Proficient Learner	Science Percentage below Proficient Learner	Social Studies Percentage below Proficient Learner

3rd Grade	78.1%	66.6%		
4th Grade	76%	79.8%		
5th Grade	82.5%	92.2%	79.6%	85.5%

Southside Elementary	Percent of Students Reading Below Grade Level 2019
3 rd Grade	47%
4 th Grade	40%
5 th Grade	36%

Southside Elementary	% of students needing remediation in READING & VOCABULARY	% of students needing remediation in Writing & Language
	2019	2019
3 rd Grade	71%	74%
4 th Grade	56%	65%
5 th Grade	62%	69%

Southside Literacy Plan

Goals	Actions, Strategies & Procedures	Timeline	Method(s) of Evaluation	Person(s) Responsible	Funding Source
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<p>The school will use prescribed assessments as detailed in grant instructions and applications. Assess students Beginning of the Year (BOY), middle of the year (MOY), and end of the year (EOY) to establish achievement baselines and determine growth.</p>	<ul style="list-style-type: none"> • GKIDS (K) • Dibels • Reading Inventory • Write Score 	<p>BOY/MOY EOY</p> <p>2 times per year</p>	<ul style="list-style-type: none"> • Lexile and Dibels growth • Write Score growth writing rubric • Extended response score on Milestones ELA 	<ul style="list-style-type: none"> • Classroom Teachers • Leadership • Literacy Team • School Test Coordinator 	<ul style="list-style-type: none"> • GKIDS: No Fee • Dibels: L4G4 • Write Score: General Fund
<p>Establish a SWAT Team to administer all screening assessments mandated by the grant.</p>	<p>Recruit personnel to serve as team members Assessment Training</p>	<p>August 2020</p>	<p>Universal screener results Grade level meeting/data</p>	<p>Superintendent Assistant Superintendent Admin Team</p>	<p>L4G4</p>
<p>Develop lesson plans and use resources that support social-emotional development in Pre-K and Kindergarten classrooms.</p>	<p>Survey teachers and parents in all areas to determine critical areas of challenging behavior</p>	<p>Ongoing</p>	<p>Resources Lesson plans Observations</p>	<p>Pre-K Director</p>	<p>LG4G</p>
<p>Provide teachers with continued support and professional development on PBIS and strategies as it relates to social emotional instruction.</p>	<p>Consultants PBIS Lessons</p>	<p>Year 1 and Ongoing</p>	<p>Lesson plans observation</p>	<p>School Counselor Admin Team PBIS Team</p>	<p>L4G4</p>
<p>Goals</p>	<p>Actions, Strategies & Procedures</p>	<p>Timeline</p>	<p>Method(s) of Evaluation</p>	<p>Person(s) Responsible</p>	<p>Funding Source</p>

<p>Expand literary resources in the media center to differentiate curricular materials and provide opportunities for students to read appropriate leveled text to increase fluency. Additionally improving multicultural representation through literature by incorporating diverse texts in the media center.</p>	<p>Leveled texts, books and periodicals for the media center</p>	<p>Ongoing</p>	<p>Lexile and Dibels growth ELA Milestones</p>	<p>Media Specialist Leadership/Literacy Team</p>	<p>L4G4</p>
<p>Expand classroom libraries and literacy instructional resources in all K-5th classrooms in order to provide more opportunities for students to engage with complex texts in all content areas. Additionally improving multicultural representation through literature by incorporating diverse texts in the classroom libraries.</p>	<p>Books for classroom libraries</p> <p>Texts to support curriculum in all content areas, periodicals, digital and print</p> <p>Scholastic News: Science Readers' Theater Script Box</p>	<p>Ongoing</p>	<p>Classroom observations Lesson Plans EOG results</p>	<p>Media Specialist Leadership/Literacy Team</p>	<p>L4G4</p>
<p>Goals</p>	<p>Actions, Strategies & Procedures</p>	<p>Timeline</p>	<p>Method(s) of Evaluation</p>	<p>Person(s) Responsible</p>	<p>Funding Source</p>

Provide teachers with differentiated professional learning that include reading and writing literacy strategies, data analysis, implementation of small-group stations for interventions, and student/teacher conferences.	Consultant fees Training materials Reimbursements for substitutes	Ongoing	Agendas Sign-in sheets Classroom observations Lesson plans Assessment results Formative Assessment Results EOG Results	Leadership/Literacy Team	L4G4
Provide teachers with continued support and Professional Learning opportunities for understanding and supporting the “whole child” such as poverty training and understanding the learning needs of students in minority groups.	Poverty Training Continued book study on Ruby Payne “Emotional Poverty In All Demographics” Expert Consultant	Ongoing	Agendas Sign-in sheets Classroom observations Lesson plans	Admin Team	TITLE 1 funds L4G4
Provide specific Professional Learning opportunities for paraprofessionals. Professional learning opportunities to ensure they are equipped to aid with literacy strategies.	RESA or In-house	August 2020	Agendas Sign-in sheets Teacher feedback observations	Admin Team	L4G4
Goals	Actions, Strategies & Procedures	Timeline	Method(s) of Evaluation	Person(s) Responsible	Funding Source
Provide basic instructional supplies for literacy and content instruction.	Notebooks, journals, manipulatives, puzzles,	Ongoing	Classroom observations	Leadership Team	L4G4

	puppets, markers, literacy games, vocabulary picture cards, chart paper, highlighters, colored paper, colored pencils, index cards etc.		Lesson Plans		
Provide Ipads for Pre-K and Kindergarten Classrooms to support literacy programs and resources.	Ipads	August 2020	Classroom Observations Lesson Plans	Administrative Team	L4G4
Purchase large classroom carpets for Kindergarten and First Grade classrooms (with individual seating) for whole group instruction.	9 x 12 carpets for Kindergarten and First Grade	July 2020	Classroom Observations Lesson Plans	Administrative Team	L4G4
Establish Professional Learning Communities based on teacher needs to include vertical planning/collaboration between grade levels and feeder schools.	PLC's established at school and district level	Ongoing	Agendas Sign-in sheets PLC Documentation and resources	Assistant Superintendent Admin Teams	L4G4
Goals	Actions, Strategies & Procedures	Timeline	Method(s) of Evaluation	Person(s) Responsible	Funding Source
Schedule time for collaborative planning teams to ensure fidelity of literacy instruction, collaboratively analyze data, share expertise, study the standards, examine student work, and reflect on practice in the area of writing. Protect	Schedule planning meetings Substitutes for planning meetings	Aug.- June	Agendas Sign-in sheets	Administrative Team	L4G4

Professional Learning days that are built into the Grady County school calendar for this purpose.					
School Leadership/Literacy Team will meet together to oversee literacy program and make adjustments for quality instruction.	School Leadership Team will meet at designated times	Quarterly	Agendas Sign-in sheets Assessment Data Plan to review to determine needs	Leadership/Literacy Team	No Funding
Building Capacity of Parents - Leadership/Literacy Team will organize school-wide literacy events to provide parents with early literacy and strategy training.	Snacks Resources for literary events Awards Certificates	2 times per year	Sign-in sheets Posters Copies of flyers, posters, resources	Leadership/Literacy Team	L4G4 General Fund
Provide a Reading Family Night where parents can bring their student(s) to the school media center and engage in reading as a family.	Books Parent Literacy Tips	Monthly (one night per month)	Sign-in sheets	Media Specialist Teachers School Leadership/Literacy Team	No Funding
Goals	Actions, Strategies & Procedures	Timeline	Method(s) of Evaluation	Person(s) Responsible	Funding Source
Provide onsite, hands on professional development for high school students enrolled in high school Early Childhood Education Class that work with our elementary students.	Collaboration with ECE teacher	2 times per year	Meeting notes Plan of action Sign-in sheets	Admin Team	No Funding

<p>Student engagement with reading, writing lessons by refining and enhancing keyboarding skills. Appropriate and engaging keyboarding programs will be beneficial to support student engagement.</p>	<p>Keyboarding class – funding paraprofessional position Chromebook Carts</p>	<p>Ongoing</p>	<p>Lesson plans Observations</p>	<p>Admin Team</p>	<p>L4G4</p>
<p>Provide a Literacy Coach to focus on providing instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Coach’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.</p>	<p>Literacy Coach</p>	<p>Year 2</p>	<p>Plan of action Observations Collaboration Notes etc.</p>	<p>Superintendent Assistant Superintendent Admin Team</p>	<p>L4G4</p>

Currently in Place:

- MTSS/RTI support
- Balanced literacy approach in all content areas
- Daily intervention time embedded in the daily schedule
- PBIS and PBIS Rewards System
- Use of Social Contracts in each classroom and with staff members
- PBIS lessons on social and emotional in each classroom
- Technology enhanced instruction in all content areas
- Research based instructional strategies and best practices
- Data driven small group instruction
- Independent reading time “Hawk Time” on a daily basis
- Conferencing with students in ELA and Math

- Implementation of Write Score Assessments and Instructional resources
- Istation Reading Assessment and Technology enhanced remediation instruction (K-5)
- STAR Reading in K-5
- Implementation of keyboarding skill classes for grades 1st through 5th
- Implementation Capturing Kids' Hearts and Process Champions
- Professional Development for all content areas
- Professional Learning Communities
- GKIDS Kindergarten Assessment
- GELDS and Work Sampling Online in Pre-K
- Ready Math and iReady assessments K-5
- Small group/individualized instruction based on data analysis

SCHOOL LEADERSHIP TEAM:

Administrator Principal and Assistant Principal
 Instructional Coordinator
 B-5 Literacy Coach
 School Literacy Coach
 PBIS Coach
 Community Member
 Parent
 Instructional Coordinator
 ELA Teachers in K-2
 ELA Teachers in 3-5
 Media Specialist

Math Department Chair
 Science Department Chair
 Social Studies Chair
 ESOL Chair
 Special Education Chair

LITERACY TEAM

The School Literacy Team at Southside will work closely with the system-wide instructional literacy initiatives. We will coordinate with the system-wide B-5 literacy team and K-12 literacy team to ensure we have established consistent standards-based goals and action plans that are data driven. We will collaborate every 4.5 weeks to review the goals, monitor the data, and assess professional development needs. In addition, the school literacy team performs school-wide literacy awareness walks to collect implementation data. This data will also be used to steer ongoing specific professional development needs.

COMMUNITY CONNECTION

We will collaborate to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundromat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve the effectiveness and use of literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will consistently analysis data from the above assessments to determine areas of weaknesses and strengths to improve implementation and create action plans at the school and system level.

An ongoing professional development cycle will be implemented and monitored to ensure faculty and staff effectiveness in administering and utilizing data of the required assessments.

OUR MISSION

It is our desire to have a seamless literacy relationship within our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members. We will work consistently to ensure all stakeholders are involved and informed in all decision making processes.

Eastside Elementary Literacy Plan

School Overview: Eastside Elementary School, which houses grades prek-5, is a rural public elementary school located in Cairo, Georgia. The student population of 627 students is comprised of 28% White, 40% African American, 25% Hispanic/Latino, and less than 1% other races. Students with disabilities comprise 14.5 % of the student population. One hundred percent of Eastside’s students are economically disadvantaged receiving free and reduced lunch. Eastside is a proud PBIS school that has worked to create a positive learning environment for the students. EES has embarked on the journey of Capturing Kids Hearts (CKH) which has transformed the way faculty, staff and students interact with each other. Social contracts designed through this process guide everyone to honor, respect and value each other. Eastside is working to become a model CKH school.

Eastside’s staff consists of 46 teachers and 21 paraprofessionals. In the recent years, there has been significant changes in the faculty due to retirements and transfers. A significant number of teachers have less than 10 years of teaching experience and many are alternatively certified. This has presented a new challenge for the needs of Northside’s diverse student population. Fortifying Tier 1 instruction in ELA has become a primary need for Southside faculty. Understanding how to intervene for struggling readers is a focus for this faculty. Research based instructional strategies would improve instruction in all subject areas along with a deeper understanding of how to work with economically disadvantaged students.

Need for L4GA

Currently In Place:

- Implementation of researched- based instructional strategies and best practices
- Technology enhanced instruction in all content areas
- Professional Development for ELA, Math, Science, Social Studies
- Professional Learning Communities
- Standards-Based Assessments in ELA (Journeys)
- Balanced Literacy Approach in all content areas
- Ready Math and i Ready Assessments (K-5)
- Daily intervention time embedded in schedule
- RTI/MTSS support

- Small group/ individualized instruction based on data analysis (remediation/acceleration)
- STAR Reading K-5
- Istation Reading with technology enhanced remediation instruction (K-5)
- Implementation of keyboarding skills classes
- Implementation of Write Score Assessments and Instructional Resources
- Implementation of Capturing Kids Hearts and Process Champions
- PBIS / PBIS Rewards (OWL Points)
- Use of Social Contracts in each classroom and with staff
- Weekly character education lessons on social/ emotional skills
- Implementation of Behavior Support Team to identify student behavior needs
- GKIDS Kindergarten Assessment and ESGI
- GELDS and Work Sampling Online in PreK

Literacy Data: Eastside Elementary’s CCRPI Score for 2019 is 58.6 and the following data below shows evidence of needed improvement in all areas.

Spring 2019 Milestones EOG Data

Grade	ELA Percentage Below Grade Level	Math Percentage Below Grade Level	Science Percentage Below Grade Level	Social Studies Percentage Below Grade Level
3rd	64%	29%	N/A	N/A
4th	80%	73%	N/A	N/A
5th	78%	82%	86%	93%

Grade	ELA Percentage Below Grade Level	Math Percentage Below Grade Level	Science Percentage Below Grade Level	Social Studies Percentage Below Grade Level
3rd	85%	58%	N/A	N/A
4th	80%	75%	N/A	N/A
5th	91%	64%	85%	90%

Eastside Elementary	Percent of Students Reading Below Grade Level 2019
3 rd Grade	28%
4 th Grade	52%
5 th Grade	41%

Eastside Elementary	% of students needing remediation in READING & VOCABULARY	% of students needing remediation in Writing & Language
	2019	2019
3 rd Grade	57%	60%
4 th Grade	69%	81%
5 th Grade	74%	74%

YEAR ONE		Eastside Elementary		Grady County Schools	
2019-2020					
Objective, Strategy or Activity	Assessments, Resources and Materials	Timeline	Method(s) of Evaluation	Funding Source(s)	Person(s) Responsible
Assess Students using grant required assessments to determine student needs, growth and inform instructional practices	Dibels Next and Reading Inventory	August 2020 Dec./Jan. 2021 April/May 2021	Assessment results Agendas and sign in sheets from data analysis meetings	Dibels, RI L4GA Funding	Literacy Team Administration Team School Improvement Team
Establish an Assessment Team to administer additional assessments required by L4GA Grant	Dibels Training (in house) Purchase ipads and laptops for team Purchase laptop carts for student testing	August 2020 Dec./Jan. 2021 April/May 2021	Assessment results Agendas and sign in sheets from data analysis meetings	L4GA Funding	Literacy Team Administration Team School Improvement Team
Provide classrooms with laptops and laptop charging stations/ carts to support digital and print instruction	Purchase additional laptops and carts for ELA teachers.	July 2020- July 2021	Observations Lesson Plans	L4GA Funding	Literacy Team Administration Team School Improvement Team
Increase access to literacy resources and parent training on use of resources with 0-5 yrs. of age population for home literacy support	Partner with Grady County Literacy Committee and Parent Child Home Program to purchase books, literacy kits, and parent education materials	August 2020- May 2021	Minutes from Grady Co. Literacy Committee purchase orders for literacy kits	L4GA Funding	Literacy Team Principal Grady County Literacy Committee (Nola Daughtery) Parent-Child Home Program

GRADY COUNTY SCHOOLS – SECTION 8 EASTSIDE ELEMENTARY SCHOOL

			director's reports from Parent-Child Home Program		
Provide professional learning and vertical collaboration on effective literacy differentiation and academic rigor	Substitutes for professional learning Stipends for summer PL Supplies and materials for professional learning	July 2020 May 2021	Copy of professional leave requests, agendas, sign in sheets handouts and materials for PL feedback forms	L4GA Funding	Literacy Team Administration Team School Improvement Team
Provide access to a school-wide social/emotional student curriculum to address needs, decrease loss of instructional time, and improve student attendance	Purchase social/emotional curriculum Monthly rewards/ supplies to promote positive behavior	August 2020- May 2021	SWIS Data Attendance Reports Work Samples	L4GA Funding	Literacy Team Administration Team School Improvement Team
Provide parents access to communication and educational resources and materials	Purchase digital and print resources for parents to provide student literacy support at home	August 2020- May 2021	Monitor usage reports purchase orders parent feedback forms	L4GA Funding	Literacy Team Administration Team School Improvement Team
Implement Literacy and Intervention Coach for school wide literacy support	Establish position for highly qualified literacy coach to provide professional development, teaching, modeling, coaching, and support and implementation of best practices	July 2020- June 2025	Agendas Minutes Sign-In Sheets Classroom observations Lesson plans and feedback	L4GA Funding	Literacy Team Administrative Team School Improvement Team

School Leadership Team:

B-5 Literacy Coach
School Literacy Coach
Administrators- Principal and Assistant Principal
Instructional Coordinator
Media Specialist
PBIS Coach
School Counselor
ELA Teachers (K-5th)
Math Department Chair
Science and Social Studies Chair
ESOL Teacher
Special Education Chair
Parent Representative
Community Member

Literacy Team

The School Literacy Team at Eastside will work closely with the system-wide instructional literacy initiatives. We will coordinate with the B-5 literacy team and K-12 Literacy Team in the county to ensure we have established consistent goals. We will come together every 4.5 weeks to review the goals and monitor the data.

Community Connection

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community

- “Laundry Mat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will diligently review data from the above assessments to determine areas of weaknesses and strengths to improve implementation at the school level and system level.

OUR MISSION

It is our desire to have a seamless literacy relationship with our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members.

Evidence-Based Practices and Activities

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with P20 partners and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Training will be provided, as needed and implementation will be monitored for effectiveness.

Literacy Intervention

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant. Students scoring at or below the 25th percentile will receive intervention per MTSS guidelines.

Monitoring

The implementation and effectiveness of services will be monitored through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: iStation, iReady, STAR and Georgia Milestones. Frequency of monitoring will be determined according to MTSS guidelines. Frequency of monitoring will be determined by the MTSS/Rti guidelines. Results of progress monitoring will be used to determine the effectiveness and revision of ongoing action plans.

Cairo High School Literacy Plan

School History

Cairo High Charter School, the only high school in Grady County, serves all students in grades 9-12. CHS’s mission is to prepare all Cairo High School students to graduate and be fully equipped for post-secondary education and/or careers, as well as for their roles as responsible citizens. CHS is considered a ‘Wall to Wall Academy’ consisting of four different schools within the school. Students are offered specific academy choices including a Ninth Grade Academy, School of Agriculture, Trade and Industry, School of Fine Arts, and the School of Health Care and Human Services. Current enrollment is made up of 0.7% American Indian, 0.3% Asian/Pacific Islander, 36.5% Black, 16.9% Hispanic, 1.4% Multi-racial, and 44.2% White totaling 1,313 students who are 100% economically disadvantaged. Cairo High School is on block scheduling which consists of four, ninety minute blocks per semester. CHS is a PBIS school and works to provide a healthy school climate for the 9-12 population.

Need for L4GA

Cairo High School’s 2019 CCRPI score overall was 61.8 with a graduation rate of 89.4 and school climate score of 4 stars. However, even with a 99% participation rate by students, analysis of the data shows deficits in all content areas, most significantly below proficient status on the End of Course Milestone Assessments.

**Georgia Milestones -End of Course Assessments 2018-2019
Percentage of Students Proficient and Above**

	Number of Students who scored Proficient and Above/Number of students who took the Milestone	Percentage
Ninth Grade Literature and Composition	86/188	45.7%
American Literature and Composition	72/281	25.6%
Coordinate Algebra / Algebra 1	67/369	18.2%
Geometry	67/317	21.2%
Biology	95/375	25.3%
Physical Science	47/146	32.2%

Cairo High School Literacy Plan

United States History	39/241	16.2%
Economics	20/234	8.5%

Resource needs will be to focus on teacher training on implementing literacy throughout all content areas; providing tutoring and summer camp experiences for students who need additional support and prevent the ‘summer slide’; providing makerspace activities to align ELA and STEM; Software, READ180, System 44, Membeam, DeltaMath, Illuminate, NewsELA, and Reading Inventory, will help students scaffold their own learning while building vocabulary. Literacy materials for Back to School Blitz will help with access and language nutrition. Upgrade media center materials to provide text-rich environment for all content areas and learners. Positive school climate will be addressed with curriculum on positive discipline which will meet monthly and discussed daily through announcements and teachable moments. A primary focus will be on professional development to help teachers understand the foundations of literacy at the secondary level as well as across curricular lesson plan development and expansion of blended learning to ELA. A more systematic approach to RTI/MTSS is needed to address the diverse needs of this student population. Teachers at this level grapple with the most effective interventions to support students learning. This is compounded with the diverse needs of economically disadvantaged students.

Use of digital devices improves motivation while preparing high students for post-secondary options. CHS students will need access to digital devices in literacy environments. Cairo High School has 26 desktop computers dedicated to ELA classrooms which serve 500 students daily. In order to better serve our student’s digital literacy needs, we are requesting students have access to devices in all literacy immersed classrooms in order to ensure differentiated learning. These devices will provide access to support, enrichment, and writing skills such as vocabulary building and digital literacy. With LAGA, we will provide digital literacy training to teachers, staff, parents, and community members so there is a cohesive understanding to the goals and objectives we wish for our students to obtain.

Leadership / Literacy Team

Current Cairo High School administration consists of one principal, one CEO of our College and Career Academy, one CEO of College, Career, Guidance and student affairs, and five assistant principals. There are three guidance counselors and one media specialist. Cairo High School currently employs 82 certified faculty members, 12 paraprofessionals, and 29 other staff members.

The leadership team includes teachers from all subject areas, department chairs, administrators, guidance counselors, the Work Based Learning coordinator, and the media specialist.

The leadership team's focus is school improvement, which includes literacy and instructional strategies to implement evidence-based practices to best improve the education and readiness of Cairo High School students. This team also serves as the literacy team. Team members meet monthly in an effort to provide cohesiveness and success across all content areas and grade levels.

Cairo High School Literacy Plan

The leadership teams monitors, evaluates, interprets and disseminates data such as CCRPI scores, EOC information, and PBIS statistics which includes attendance and behavior information prior to making decisions regarding the School Improvement Plan. These sets of data are used to guide instructional planning and provide instructional support for students.

All teachers document evidence based practices as part of the School Improvement Plan on their lesson plans.

Community Connection

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Partnerships with local industry for STEM internships, CTAE apprenticeships, and leadership opportunities including Koyo Bearings, Performance Food Group, and Off Broad Street Performing Arts.
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundromat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenberry Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members
- Abraham Baldwin Agricultural College and Southern Regional Technical College provide Move-On-When-Ready Dual College Enrollment
- TRiO Grant Program provides a CollegeMakers program which supports secondary choices including college visits, GEAR-UP, academic and SAT/ACT support.

Instructional Initiatives

SMART GOAL : Student Achievement - Improve percentage of students scoring at the Proficient and Distinguished Level on the Georgia Milestones in 9th Grade Literature and American Literature by 2%.

Currently in place

- Evidence-based practices for improvement along with assessment strategies relevant to content, specifically literacy, to engage students in active learning.
- Job-embedded training to allow for the use of technology to enhance instruction in all academic areas
- Job-embedded professional learning centered for all content areas around evidence based practices that will increase student engagement.
- Job-embedded departmental collaboration to review common assessments and plan instruction that focuses on literacy.
- Teacher data notebooks which contain information on individual students including, but not limited to, transcripts, special programs, lexile scores, and benchmark grades.
- Training delivered by SLDS ambassador and Google Classroom Instructor.
- Professional development centered around Evidence Based Practices
- Teachers identifying Evidence Based Practices based on professional learning knowledge.
- Using Harry Wong's book, The Effective Teacher, faculty will learn about procedures and evidence based practice within a literacy environment.
- Lesson plans with the identification of Evidence-based practices and literacy implementation and focus on teacher clarity
- Written analysis of benchmarks from teachers that is analyzed monthly at Professional Learning Community departmental meetings.
- Math and English Literacy tutoring 2 days per week
- Literacy -based test preparation opportunities ACT and SAT Saturday bootcamps offered through TRIO grant.
- ELL students receive direct instruction from ESOL/WIDA endorsed faculty 90 minutes per day.
- Students in need of accelerated instruction have advanced placement, honors, and dual enrollment course options.
- Students with RTI plans are served through resource and inclusion classrooms. Each special education teacher serves 12-18 students on their caseload.
- Independent Reading Projects each nine weeks for tapping into student interest and fostering a love of reading and life-long learning.

Moving Forward

- Professional Development on the foundations of literacy and how these needs can be addressed at the secondary level.
- Utilize a Reading Inventory screener to obtain real-time Lexile scores to assist with differentiated instruction across all content areas.
- Provide students with more engaging, meaningful texts across all content areas and the media center allowing students to scaffold their own learning.
- Implement a blended learning in the ELA department using Read 180 and System 44.

- Provide daily tutoring in math and English content areas that is accessible to all students.
- Full time literacy coach to support all content areas and intervention of students, specifically in the area of literacy.
- Provide Professional development on research-based practices in reading and writing for all content areas
- Purchase technology in ELA classrooms to facilitate writing, support student collaboration, monitor writing development, provide targeted feedback, and to provide students with consistent, real life experience with written composition on computers.
- Expand literacy instruction across all content areas using NewsELA, Read 180, and other web-based programs.
- Introduce Makerspace activities for critical thinking and literacy strategies.

SMART GOAL: Supportive and Positive Learning Environments: Increase school climate rating by 1 point.

Currently in Place

- Cairo High School’s 2019 CCRPI score is 61.8 with a 4-star climate rating of 86.5%.
- Continue implementation of school wide PBIS. Provide positive behavior lessons with embedded literacy standards for intervention.
- PBIS committee meets monthly to analyze data as it pertains to discipline, providing a safe and substance free learning environment, and attendance.
- PBIS committee disseminates data at faculty meetings and provides examples of ‘teachable moments’ for the faculty.
- Provides parents and community members with meetings and training opportunities to build relationships and support academic success.
- Classroom PBIS training and implementation for all faculty and staff members.
- Provide faculty and staff with booster trainings on consistent use of disciplinary procedures including SWISS and .
- Conduct Academy Advisement sessions monthly for students in order for students to learn about career and secondary education choices.
- Lesson plans that provide literacy skills needed in the workplace and beyond.
- Lesson plans that emphasize literacy and “teachable moments.”
- Self-Assessment Survey Results
- Teacher Data Notebooks that provide individual student information such as Lexile scores, Milestone results, discipline information, and attendance
- Parent Contact Logs to document all contact made with parents
- Teachers are required to send home ‘good news cards.’
- Jumpstart Summer Bootcamp for rising 9th grade students to introduce them to Cairo High School, scheduling, and the digital environment

- Meeting agendas and sign in sheets to document Professional Learning Communities, Instructional Committee Meetings, Leadership, New Teacher Trainings, and PBIS Committee Meetings.
- Training throughout the year that will be documented and executed in lesson plans.
- PBIS Matrix displayed throughout the school both digitally and hard copies, quoted over morning announcements, and reviewed in classes.
- Cross curricular classes that provide dual credit (i.e. food science is a science credit and marching band is also a P.E. credit)

Moving Forward

- Integration of technology in the learning environment, specifically where literacy in which blended learning is being implemented, so that active, evidence based learning is taking place to increase attendance and students feel engaged in their learning
- Expand tutoring opportunities to all areas and a tutoring schedule that allows students easy access to their teachers.
- Academy based assemblies in which academy specific literacy (workplace literacy, trade, industry literacy, etc) is being addressed.
- Develop lessons that will allow cross-curricular collaboration.
- Expand Maker Space activities to connect learning and critical thinking skills.
- Professional development and further implementation of evidence based practices involving technology including Google classroom and Flipgrid.
- Further Writing to Win implementation with Applied Grammar application so that students can formulate literate, thoughtful responses.
- Supporting social needs as well as academic ones by becoming more aware of the demographics of Cairo High School students and their families by studying data provided and community support offered.

Literacy Assessments

We will work together to launch, monitor and improve literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will diligently review data from the above assessments to determine areas of weaknesses and strengths to improve implementation at the school level and system level.

Evidence-based Practices and Activities

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with individuals from the higher-education community and RESA to identify practices and activities to support school and system goals.

Cairo High School Literacy Plan

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Training will be provided, as needed and implementation will be monitored for effectiveness.

Literacy Intervention

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant. Students scoring at or below the 25th percentile will receive intervention per MTSS guidelines.

Monitoring

The implementation and effectiveness of services will be monitored through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: pre and post tests and Georgia Milestones. Frequency of monitoring will be determined according to MTSS guidelines.

Northside Elementary School, Grady County

School Background/Status: Northside Elementary School houses grades K-5th and is a rural public elementary school located in Cairo, Georgia. The student population of 402 consists of 31.8% black, 60% Hispanic/Latino, 6% White, and 1% other races. Students with disabilities comprise 10.4% of the student population. Economically disadvantaged students receiving free and reduced lunch make up 100% of the population making Northside Elementary a Title I school. 56.7% of Northside's students receive ESOL services daily while an additional 45 students monitored through the ESOL program. 1.9 % of the population receive gifted services through Grady County's ALPHA program. Students are served through various eligibilities for special education including: learning disabilities, hearing impairments, visual impairments, speech-language impairments, and other health impairments. In RTI/MTSS Tiers II & III, approximately 20% of the student population receives strategic intervention support in content areas based on individual needs. In addition to our special needs population, 25% of our student population is served within our EIP program in grades K-5th. Also, 4% of the student population receives migrant services. Northside is also a proud PBIS school and supporter of fostering social-emotional learning through a social-emotional curriculum and character education. Becoming a PBIS school has helped create a positive learning environment conducive to optimal learning and paved a way to a 5 Star Climate Rating.

Northside's staff is made of 27 highly qualified teachers, 2 earning alternative certification through the TAPP's program, and 1 provisionally certified. Our support staff includes 14 paraprofessionals, and 2 secretaries. Our contributing professionals include a school counselor and a media specialist. Our administrative team consists of a principal, assistant principal and an instructional coordinator. Of the 25 certified teachers, 10 have been teaching less than 5 years, 10 have been teaching 6-15 years, and 7 have been teaching more than 15 years. Due to lack of teaching experience, knowledge and strategic in-depth training, Northside faculty is need of intense literacy, research-based instruction, effective interventions and progress monitoring professional development. In addition, our student population and the diverse professional background of our teachers demonstrates the need for additional training in providing instructional strategies for addressing the needs of economically disadvantaged learners.

In 2019, Northside earned the status of "Promise School" by Georgia Department of Education due to growth made during the 2018-2019 school year.

The following literacy initiatives are currently in place and are reflected in the 2019 School Improvement Plan:

- Independent reading program (Accelerated Reader- K-5th)
 - Independent reading program (AR) and ongoing training cycle for faculty and staff
- Write Score Writing Assessment and Writing Program (2nd-5th)
 - Writescore administration and data analysis training ELA faculty
- Professional development to improve best practices in literacy instruction across all content areas
- Professional Learning Communities in ELA, Math, Science and Social Studies (each PLC meets monthly)
- Balanced literacy in ELA and implemented in all content areas

- Quarterly Balanced Literacy Training and ongoing observation and feedback (Awareness walks by School Literacy Teams)
- Technology instruction and integration to support literacy initiatives in all content areas
 - Training provided by instructional coach and media specialist
- Data driven small group instruction (remediation and acceleration)
 - Ongoing coaching and data analysis cycles to measure effectiveness of instruction
- Daily scheduled strategic intervention time per grade level (based on data analysis)
- Weekly individual conferring with students (documented and monitored via conference logs)
- iStation Reading (K-5) Usage requirements based on individual student needs
 - Ongoing iStation Training of report usage, data analysis, and intervention components
- iReady Math (K-5) supports literacy incorporation
 - IReady Training of report usage, data analysis, and intervention components (ongoing)
- Ready Math curriculum (supports reading and writing incorporation)
 - Ready Math trainings that support implementation
- ELA standards based common assessments (1st-5th) (2nd-5th complete electronic format)
- Implementation of “Standards Based Classroom”- Max Thompson
 - Monthly Awareness Walk Quick Check monitoring
- Weekly grade level collaborative meetings (data, systems, intervention and researched instructional practices focused)
- Monthly data meetings (to assist teachers in planning strategic intervention and acceleration)
- Monthly School Improvement Team Meetings (data and action plan driven)
- MTSS/RTI Support via monthly MTSS/RTI team meetings
- STAR Reading Program
- PBIS lesson on social and emotional teaching and learning in the classroom

Overall Need for LG4A: Based on data (below) and due to lack of teaching experience, knowledge and strategic in-depth training, Northside faculty is need of the following professional development trainings:

- Literacy Instruction and lesson planning (research-based and best practices) Ongoing coaching cycle: Professional Development (Model), Try, Observation, Feedback
- Effective MTSS/RTI Implementation
- Effective Assessments (Formative and Summative)
- Effective Data Analysis and Usage
- Instructional strategies for addressing the needs of economically disadvantaged learners.

Detailed Data Based Need for L4GA Grant:

Northside Literacy Data:

2019 Milestones data indicates a significant area of weakness especially in reading, vocabulary and writing.

2018-2019 GMAS	ELA Percentage below Proficient Learner	Math Percentage below Proficient Learner	Science Percentage below Proficient Learner	Social Studies Percentage below Proficient Learner
3rd Grade	60.8	39.3		
4th Grade	66.6	78.8		
5th Grade	80.6	88.7	85.5	98.4

2017-2018 GMAS	ELA Percentage below Proficient Learner	Math Percentage below Proficient Learner	Science Percentage below Proficient Learner	Social Studies Percentage below Proficient Learner
3rd Grade	85.4	79.1		
4th Grade	84.5	89.6		
5th Grade	75.5	73.6	75.4	90.6

Northside GMAS ELA Data Continued: GMAS ELA data depicts a great need for strategic professional development and remediation in the areas of reading, vocabulary, writing and language.

Northside Elementary	Percent of Students Reading Below Grade Level 2019
3 rd Grade	24%
4 th Grade	36%
5 th Grade	39%

Northside Elementary	% of students needing remediation in READING & VOCABULARY	% of students needing remediation in Writing & Language
	2019	2019
3 rd Grade	51%	53%
4 th Grade	62%	65%
5 th Grade	76%	69%

Northside Elementary School Literacy Plan 2021 (including NEED for L4GA Funding)

Objective, Strategy or Activity	Assessments, Resources and Materials	Timeline	Methods of Evaluation	Funding Sources	Person(s) Responsible
Schools will use prescribed assessments as detailed in grant instructions and applications. Teachers will use GKIDS and WSGI for Kindergarten, Dibels	Continue use of GKIDS and ESGI (K), Continue use of HMH (1 st -5 th), DIBELS Next data management and RI (K-5 th) 3 times a year: August, January, May	July 2020- June 2021	-Universal screener results -Grade level data/RTI meetings	RI & DIBELS Next (L4GA startup funds) GKIDS (no fee)	-Assistant Superintendent of Curriculum -School Literacy Team -SIP/Leadership Team,

Next for K-3 rd , and RI for grades 3-5 to universally screen students to assess reading progress					-School Literacy Coach -School Instructional Coordinator
Create a Data "Sweep Team" to administer all screening assessments mandated by the grant	Recruit and train personnel to serve on "Data Sweep Team" , Assessment administration training will be provided (in house)	July 2020-June 2021	-Universal screener results -Grade level data/RTI meetings	Contract services for members of Data "SWEEP" team not currently employed by GCS. (L4GA-Year 1)	-Assistant Superintendent of Curriculum -School Literacy Team -SIP/Leadership Team, -School Literacy Coach -School Instructional Coordinator
ELA teachers in grades 1st-5 th will utilize WriteScore assessments three times throughout the school year to monitor progress in writing and implement needed interventions based on data.	Administer writing assessments 3 times a year, during the year to include the following genres: narrative, informational and opinion. Remediate with Writescore lesson plans and resources to address needs derived from data.	July 2020-June 2021	-WriteScore Assessment reports -Grade level data meetings -EOG writing scores -ELA lesson plans -Classroom Observations	Writescore Assessments and Resources grades 1 st -5 th -(Title I Funds) -(L4GA year 1)	-Assistant Superintendent of Curriculum -School Literacy Team -SIP/Leadership Team, -School Literacy Coach -School Instructional Coordinator -1 st -5 th ELA Teachers
Improve Response to Intervention/ MTSS and effectiveness of Tier 1 classroom instruction by increasing and expanding oral language, written language, vocabulary, expressive language, listening comprehension, and	-ELA- Istation (K-5 th) -ESGI- Kindergarten -Reading Recovery Training (1 teacher/administrator) -System 44 (minimum seats for intense interventions) -SRA kits for RTI/ Interventions -Focused reading intervention/other, TBD based on needs	July 2020-June 2021	-Program reports and data -Lesson Plans -Classroom observations -Various Benchmark results -EOG results	-Istation Reading (Other-local curriculum funds) -Reading Recovery Curriculum and Training for 1 teacher/administrator(L4GA) -System 44 Curriculum and Training (L4GA)- minimum seats for intensive intervention -SRA-(L4GA)	-Assistant Superintendent of Curriculum and Instruction, Janet Walden -School Literacy Coach -SIP/Leadership Team, -School Literacy Coach

reading skills through a variety of software and/or teacher-directed programs utilized for differentiated instruction.				-Focused Reading Intervention/other, TBD (L4GA year 1 and Title 1 funds)	-School Instructional Coordinator -K-5 th ELA Teachers
Equip classrooms with laptops and laptop charging carts to use print and digital resources in support of literacy standards.	Purchase 6 additional carts (each containing 30 laptops) for ELA teachers from TBD.	July 2020-June 2021	Use of laptops and laptop carts -Classroom observations, -Lesson Plans	Laptops and laptop carts (L4GA, year 1)	Assistant Superintendent of Curriculum and Instruction, -School Leadership Team -SIP/Leadership Team, -School Literacy Coach -School Instructional Coordinator -K-5 th ELA Teachers
Expand classroom libraries and literacy instructional resources in order to provide more opportunities for students to engage with complex texts in all content areas and improve comprehension and fluency. Provide consistent, core reading instruction by purchasing consumables for the Journey's reading program that we currently implement.	Texts to support GSE curriculum in all content areas, to include books and periodicals, digital and print. -Fiction and nonfiction books levels A-Z (F & P levels) Books for classroom libraries -Scholastic News (1 st -5 th) -Journeys' Write In Readers -Journey's Decoding Power Kits (1 per grade)	July 2020-June 2021	-Classroom observations -Lesson Plans -EOG results	Texts, periodicals, instructional resources, classroom library books (L4GA- year one) Journey's Write In Readers and Decoding Power Kits (L4GA start up and year 1)	-Assistant Superintendent of Curriculum and Instruction, -School Literacy Team -SIP/Leadership Team -School Literacy Coach -School Instructional Coordinator -K-5 th ELA Teachers

<p>Provide teachers with continued support and high quality professional learning as it pertains to and supports literacy instruction, evidence-based practices and literacy development, to include various data analysis that is reflective of the “whole child” (a combination of formative, summative, progress monitoring and comprehensive community data)</p> <p>Teachers and leaders will also attend professional development sessions held during L4GA Leadership Conference and Teacher Institutes.</p>	<ul style="list-style-type: none"> -Data Analysis and interpretation (in house and/or RESA) -Differentiation (in house and/or RESA) -ELA Common Core, Best Practices literacy instruction grades K-5th 	<p>July 2020- June 2021</p>	<ul style="list-style-type: none"> -Agendas -PL sign-in sheets -Classroom observations -Lesson Plans -Unit Plans -Universal Screener results -Formative Assessment results -EOG results 	<p>Substitutes, travel, stipends, in-house PL/PD materials, consultants, as needed (Local/General Fund, L4GA grant- year 1, Title Funds)</p> <p>Communication, transportation for stakeholders (L4GA- year 1)</p> <p>Data analysis and interpretation (In house and/or RESA) Differentiation (In house and/or RESA)</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Curriculum and Instruction, -School Literacy Team -SIP/Leadership Team -School Literacy Coach -School Instructional Coordinator -K-5th ELA Teachers
<p>School-wide reading and intervention coach</p>	<p>Recruitment and training of highly qualified reading coach that would provide ongoing support and implementation of best practices learned from professional development. The reading coach will be responsible for coaching teachers to enhance ELA instruction in all areas, as well as assess and provide intensive intervention instruction for select students meeting specific criteria</p>	<p>July 2020- June 2025</p>	<ul style="list-style-type: none"> -Agenda -PL Sign-in sheets and minutes -Classroom observations -Lesson plans 	<p>Recruitment and training of highly qualified reading coach that would provide ongoing support and implementation of best practices learned from professional development. The reading coach will be responsible for coaching teachers to enhance ELA instruction in all areas, as well as access and</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Curriculum and Instruction, -School Literacy Team, -SIP/Leadership Team, -School Literacy Coach -School Instructional Coordinator -K-5th ELA Teachers

				provide intensive intervention instruction for select students meeting specific criteria (L4GA-years 1-5)	
Provide teachers with basic instructional supplies for literacy and content instruction.	Journals, notebooks, folders, magnets, manipulatives, puzzles, puppets, bingo games, markers, sequence cards, vocabulary picture cards, chart paper, highlighters, colored pencils, crayons, markers, glue, scissors, index cards, metal rings, card stock, sets of Thinking Maps, etc.	July 2020-June 2021	-Classroom observations -Lesson Plans	Supplies (L4GA start up and year 1)	-Assistant Superintendent of Curriculum and Instruction -School Literacy Team, -SIP/Leadership Team -School Literacy Coach -School Instructional Coordinator -K-5 th ELA Teachers
Utilize print and digital communication to promote literacy awareness	Transportation, as needed Flyers Posters Newspaper Social Media (Facebook, Twitter, Instagram, etc.) School Website	July 2020-June 2021	-L4GA Performance Plan review -Student Assessment Data -Parent Surveys -Social media posts	Literacy Resources (L4GA- year 1)	Assistant Superintendent of Curriculum and Instruction -School Literacy Team -SIP/Leadership Team, School Literacy Coach -School Instructional Coordinator -K-5 th ELA Teachers
Purchase and distribute literacy resources for parent involvement and home literacy instruction from birth to five years and K-5 th	Transportation, as needed Book bundles (for distribution and mobile libraries) Parent Guides Parent Trainings	July 2020-June 2021	-L4GA Performance Plan review -Student assessment data	Literacy resources (L4GA year 1)	-Assistant Superintendent of Curriculum and Instruction -School Literacy Team, -SIP/Leadership Team

			-Parent surveys		-School Literacy Coach -School Instructional Coordinator -K-5 th ELA Teachers
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School Leadership Team: This team meets monthly to analyze data and create action plans to strategize ways to improve student achievement. It gathers data from surveys, formative and summative assessments, awareness walks, and faculty and staff suggestions to plan professional development, revise the school improvement plan, develop short term action plans, and develop yearly prioritized needs. The team suggests ways to improve provide resources and planning time for teachers, a safe and conducive learning environment for teachers and students, and support for curriculum and instructional areas. Disaggregating data and looking for ways to help students who are at risk of not meeting Georgia Standards of Excellence are of utmost importance. By routinely sharing and analyzing data and making data-based decisions, the leadership team comprehensively assesses the school's needs. All stakeholders are provided opportunities for feedback on an ongoing basis.

- B-5 Literacy Coach
- School Literacy Coach (K-5)
- Community Member (Rotarian Weekly Volunteer)
- Parent Representative
- Administrator- Principal and Assistant Principal
- Instructional Coordinator
- ELA Teacher per grade (K-5th)
- Media Specialist
- Math Department Chair
- Science Department Chair
- Social Studies Chair
- PBIS Coach
- Counselor
- Support Staff- (K-5) Paraprofessional

Literacy Team:

The School Literacy Team at Northside will work closely with the system-wide instructional literacy initiatives. We will coordinate with the system-wide B-5 literacy team and K-12 literacy team to ensure we have established consistent standards-based goals and action plans that are data driven. We will collaborate every 4.5 weeks to review the goals, monitor the data, and assess professional development needs. In addition, the school literacy team performs school-wide literacy awareness walks to collect implementation data. This data will also be used to steer ongoing specific professional development needs.

-Community Connection

We will collaborate to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundromat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve the effectiveness and use of literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will consistently analysis data from the above assessments to determine areas of weaknesses and strengths to improve implementation and create action plans at the school and system level.

An ongoing professional development cycle will be implemented and monitored to ensure faculty and staff effectiveness in administering and utilizing data of the required assessments.

OUR MISSION

It is our desire to have a seamless literacy relationship within our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members. We will work consistently to ensure all stakeholders are involved and informed in all decision making processes.

Evidence-Based Practices and Activities

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with P-20 partners and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Ongoing training will be provided, as needed and implementation will be monitored for effectiveness.

Literacy Intervention:

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant along with a combination of formative and local summative assessments. Students scoring at or below the 25th percentile will receive intervention per MTSS/RTI guidelines. A mandatory strategic and intentional intervention block will be scheduled daily for each grade. Progress monitoring will be analyzed consistently and data driven decisions and action plans will be implemented based on data and continuous needs assessments.

Monitoring:

The implementation and effectiveness of instructional and intervention services will be monitored by administrators, the school literacy team and MTSS/RTI team through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: iStation, iReady, STAR, Accelerated Reader, standards based common assessments, formative and summative assessments such as individual conferring records and Georgia Milestones. Frequency of monitoring will be determined according to MTSS/Rtl guidelines. Results of progress monitoring will be used to determine the effectiveness and revision of ongoing action plans.

School History

Whigham School is a PK-8 school in Whigham, a rural farming community in Southwest Georgia. The current student population of 448 is comprised of the following: 0.4% Asian, 14% African American, 6% Hispanic, 0.7% American Indian, 3% Multi-racial, 0% Pacific Islander, and 76% White. One-hundred percent of the student population is economically disadvantaged. 6.1% of the student population receives ESOL services daily, while 14.3% have IEPs and requires special education services daily. Students are afforded many diverse learning opportunities such as technology, agriculture, art, music, drama and physical education courses daily. 20% of the student population receives MTSS/RTI Tier II and III services to ensure individual intervention needs are met. Students who are significantly performing below grade level are served in EIP (Early Intervention Plan) classes in an effort to close the achievement gap and maximize learning for all students. Becoming a PBIS school has helped to create a positive environment that is conducive learning environment and has boosted the overall morale of the school.

Need for L4GA

Whigham School’s overall CCRPI score for 2019 was 76.1, with Elementary scoring 75.8 and Middle scoring 76.5. An analysis of the data reveals weaknesses in all academic areas, with approximately 50%, or more of the student population performing below proficient status at the Elementary and Middle school levels on the Georgia Milestones assessment. A more specific breakdown of the data reveals the following:

Elementary	ELA	Math	Science	Social Studies
	56.55%	47.59%	50.94%	50.95%
Middle	ELA	Math	Science	Social Studies
	59.63%	60.24%	62.01%	66.10%

In terms of Lexile, analysis of the data reveals the following:

Whigham School	Percent of Students Reading Below Grade Level in 2019
3 rd Grade	6%
4 th Grade	44%
5 th Grade	40%
6 th Grade	34%
7 th Grade	22%
8 th Grade	23%

Whigham School	% of students needing remediation in READING & VOCABULARY	% of students needing remediation in WRITING & LANGUAGE
	2019	2019
3 rd Grade	37%	35%
4 th Grade	62%	76%
5 th Grade	58%	53%
6 th Grade	54%	49%
7 th Grade	59%	59%
8 th Grade	53%	47%

Overall Need for LG4A: Based on data (below) and due to lack of teaching experience, knowledge and strategic in-depth training, Whigham faculty is need of the following professional development trainings:

- Literacy Instruction and lesson planning (research-based and best practices) Ongoing coaching cycle: Professional Development (Model), Try-Implement, Observation, Feedback
- Effective MTSS/RTI Implementation
- Effective Assessments (Formative and Summative)

- Effective Data Analysis and Usage
- Instructional strategies for addressing the needs of economically disadvantaged learners.

The following literacy initiatives are currently in place and are reflected in the 2019 School Improvement Plan:

- Independent reading program (Accelerated Reader- K-5th)
 - Independent reading program (AR) and ongoing training cycle for faculty and staff
- Write Score Writing Assessment and Writing Program (2nd-5th)
 - Writescore administration and data analysis training ELA faculty
- Professional development to improve best practices in literacy instruction across all content areas
- Professional Learning Communities in ELA, Math, Science and Social Studies (each PLC meets monthly)
- Balanced literacy in ELA and implemented in all content areas
 - Quarterly Balanced Literacy Training and ongoing observation and feedback (Awareness walks by School Literacy Teams)
- Technology instruction and integration to support literacy initiatives in all content areas
 - Training provided by instructional coach and media specialist
- Data driven small group instruction (remediation and acceleration)
 - Ongoing coaching and data analysis cycles to measure effectiveness of instruction
- Daily scheduled strategic intervention time per grade level (based on data analysis)
- Weekly individual conferring with students (documented and monitored via conference logs)
- iStation Reading (K-5) Usage requirements based on individual student needs
 - Ongoing Istation Training of report usage, data analysis, and intervention components
- iReady Math (K-5) supports literacy incorporation
 - IReady Training of report usage, data analysis, and intervention components (ongoing)
- Ready Math curriculum (supports reading and writing incorporation)
 - Ready Math trainings that support implementation
- ELA standards based common assessments (1st-5th) (2nd-5th complete electronic format)
- Implementation of “Standards Based Classroom”- Max Thompson
 - Monthly Awareness Walk Quick Check monitoring
- Weekly grade level collaborative meetings (data, systems, intervention and researched instructional practices focused)
- Monthly data meetings (to assist teachers in planning strategic intervention and acceleration)
- Monthly School Improvement Team Meetings (data and action plan driven)
- MTSS/RTI Support via monthly MTSS/RTI team meetings
- STAR Reading Program
- PBIS lesson on social and emotional teaching and learning in the classroom; classroom lessons provided by Counselor

Whigham School K-5		Grady County			
Objective, Strategy or Activity	Assessments, Resources and Materials	Timeline	Method(s) of Evaluation	Funding Sources(s)	Person(s) Responsible
Required assessments as detailed in L4GA Grant	DIBLES-Next HMH Reading Inventory (RI)	August December May	-Dibels Scores - RI Scores -Lexile Scores	L4GA	Literacy Coach, Assessment Team
Universal screening of reading progress	iStation STAR Fountas and Pinnell	Monthly	-ISIP (Monthly) -STAR (Quarterly) -F & P (B, M, E) Assessments	Local Funds Title Funds	Instructional Coordinator, Literacy Coach, Classroom Teachers
ELA Teachers in grades 2-5 will utilize Write Score twice during the year to monitor progress in writing and implement needed interventions based upon data.	Write Score Assessments and remediation materials, Laptops	September February	-Write Score Scores -Extended Response Scores on ELA Milestone	Local Funds Title Funds	Instructional Coordinator, Literacy Coach, Classroom Teachers

GRADY COUNTY SCHOOLS: SECTION 8 – WHIGHAM ELEMENTARY LITERACY PLAN

<p>Provide teachers with continued support and high quality professional development related to evidence-based practices in literacy development and instruction across all content areas.</p>	<p>Data Analysis and interpretation (in house and/or RESA) -Differentiation (in house and/or RESA) -ELA Common Core, Best Practices literacy instruction grades K-5th</p>	<p>July-May, ongoing</p>	<p>-Agendas -Sign-In Sheets -Walkthroughs -Lesson Plans -Universal Assessment -Results ELA Milestone Scores</p>	<p>L4GA</p>	<p>-GCSS Curriculum Director -Whigham School Administration -School Literacy Team</p>
<p>Equip classrooms with laptops and laptop charging carts to use print and digital resources in support of literacy standards.</p>	<p>Laptops and charging cart</p>	<p>July-May</p>	<p>Use of laptops and laptop carts -Classroom observations, -Lesson Plans</p>	<p>L4GA</p>	<p>-Whigham School Administration -School Literacy Team</p>
<p>Develop a systematic approach to teaching keyboarding skills and providing students with consistent experience with composition on</p>	<p>Laptops and charging cart</p>	<p>July-May</p>	<p>-Write Score Scores - Extended Response Scores on ELA -Milestone -Lesson Plans -Walkthroughs</p>	<p>L4GA</p>	<p>Literacy Coach, Classroom Teachers, Keyboarding Teacher, School Literacy Team</p>

GRADY COUNTY SCHOOLS: SECTION 8 – WHIGHAM ELEMENTARY LITERACY PLAN

<p>computers across all content areas.</p>					
<p>Expand classroom libraries and literacy instructional resources in order to provide more opportunities for students to engage with complex texts in all content areas and improve comprehension and fluency.</p> <p>Provide consistent, core reading instruction by purchasing consumables for the Journey's reading program that we currently implement.</p>	<p>Texts to support GSE curriculum in all content areas, to include books and periodicals, digital and print. -Fiction and nonfiction books levels A-Z (F & P levels) Books for classroom libraries</p>	<p>July-June</p>	<p>-Walkthroughs -Lesson Plans -EOG Results</p>	<p>L4GA</p>	<p>Whigham School Administration, School Literacy Team</p>

GRADY COUNTY SCHOOLS: SECTION 8 – WHIGHAM ELEMENTARY LITERACY PLAN

Year One	Whigham School 6-8	Grady County			
Objective, Strategy or Activity	Assessments, Resources and Materials	Timeline	Method(s) of Evaluation	Funding Sources(s)	Person(s) Responsible
Required assessments as detailed in L4GA Grant	HMH RI	August December May	RI Scores Lexile Scores	L4GA	Literacy Coach, Assessment Team
Universal screening of reading progress	iReady	August December May	iReady Scores	Local and Title Funds	Instructional Coordinator, Literacy Coach, Classroom Teachers, School Literacy Teams
ELA Teachers in grades 6-8 will utilize Write Score twice during the year to monitor progress in writing and implement needed interventions based upon data.	Write Score Assessments and remediation materials, Laptops	September February	-Write Score Scores -Extended Response Scores on ELA Milestone	Local and Title Funds	Instructional Coordinator, Literacy Coach, Classroom Teachers

GRADY COUNTY SCHOOLS: SECTION 8 – WHIGHAM ELEMENTARY LITERACY PLAN

Provide teachers with continued support and high quality professional development related to evidence-based practices in literacy development and instruction.	Data Analysis and interpretation (in house and/or RESA) -Differentiation (in house and/or RESA) -ELA Common Core, Best Practices literacy instruction grades 6 th -8 th	July-May	-Agendas -Sign-In Sheets – Walkthroughs -Lesson Plans -Universal Assessment Results –ELA Milestone Scores	L4GA	GCSS Curriculum Director Whigham School Administration
Equip classrooms with laptops and laptop charging carts to use print and digital resources in support of literacy standards.	Laptops and charging cart	July-May	Walkthroughs Lesson Plans	L4GA	Whigham School Administration, School Literacy Team
Develop a systematic approach to teaching keyboarding skills and providing students with consistent experience with composition on computers across	Laptops and charging cart	July-May	Write Score Scores Extended Response Scores on ELA Milestone Lesson Plans Walkthroughs	L4GA	Literacy Coach, Classroom Teachers, Keyboarding Teacher, School Literacy Team

all content areas.					
Increase independent reading time.	<p>Texts to support GSE curriculum in all content areas, to include books and periodicals, digital and print.</p> <ul style="list-style-type: none"> -Fiction and nonfiction books -Books for classroom libraries 	July-May	Walkthroughs Lesson Plans	L4GA	Whigham School Administration, School Literacy Team

Leadership Team: This team meets monthly to analyze data and create action plans to strategize ways to improve student achievement. It gathers data from surveys, formative and summative assessments, awareness walks, and faculty and staff suggestions to plan professional development, revise the school improvement plan, develop short term action plans, and develop yearly prioritized needs. The team suggests ways to improve, provide resources and planning time for teachers, a safe and conducive learning environment for teachers and students, and support for curriculum and instructional areas. Disaggregating data and looking for ways to help students who are at risk of not meeting Georgia Standards of Excellence are of utmost importance. By routinely sharing and analyzing data and making data-based decisions, the leadership team comprehensively assesses the school's needs. All stakeholders are provided opportunities for feedback on an ongoing basis.

Whigham School Leadership Team Members include:

- Principal
- Assistant Principal

- Instructional Coordinator
- School Literacy Coach
- B-5 Literacy Coach
- PBIS Coach
- Media Specialist
- K-2 ELA Teacher
- 3-5 ELA Teacher
- 6-8 ELA Teacher
- K-5 Math Teacher
- 6-8 Math Teacher
- K-5 Science Teacher
- 6-8 Science Teacher
- K-5 Social Studies Teacher
- 6-8 Social Studies Teacher
- ESOL Teacher
- Special Education Chair
- Community Member
- Parent Representative

Literacy Team

The School Literacy Team at Whigham will work closely with the system-wide instructional literacy initiatives. We will coordinate with the system-wide B-5 literacy team and K-12 literacy team to ensure we have established consistent standards-based goals and action plans that are data driven. We will collaborate every 4.5 weeks to review the goals, monitor the data, and assess professional development needs. In addition, the school literacy team performs school-wide literacy awareness walks to collect implementation data. This data will also be used to steer ongoing specific professional development needs.

COMMUNITY CONNECTION

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundromat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

LITERACY ASSESSMENTS

We will work together to launch, monitor and improve the effectiveness and use of literacy assessments. These assessments will include the grant required assessments in addition to local required assessments. We will consistently analysis data from the above assessments to determine areas of weaknesses and strengths to improve implementation and create action plans at the school and system level.

An ongoing professional development cycle will be implemented and monitored to ensure faculty and staff effectiveness in administering and utilizing data of the required assessments.

OUR MISSION

It is our desire to have a seamless literacy relationship within our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members. We will work consistently to ensure all stakeholders are involved and informed in all decision making processes.

Evidence-based Practices and Activities

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with P-20 partners and RESA to identify practices and activities to support school and system goals. These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Ongoing training will be provided, as needed and implementation will be monitored for effectiveness.

Literacy Intervention

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant along with a combination of formative and local summative assessments. Students scoring at or below the 25th percentile will receive intervention per MTSS/RTI guidelines. A mandatory strategic and intentional intervention block will be scheduled daily for each grade. Progress monitoring will be analyzed consistently and data driven decisions and action plans will be implemented based on data and continuous needs assessments.

Monitoring

The implementation and effectiveness of instructional and intervention services will be monitored by administrators, the school literacy team and MTSS/RTI team through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: iStation, iReady, STAR, Accelerated Reader, standards based common assessments, formative and summative assessments such as individual conferring records and Georgia Milestones. Frequency of monitoring will be determined according to MTSS/Rtl guidelines. Results of progress monitoring will be used to determine the effectiveness and revision of ongoing action plans.

Washington Middle School Literacy Plan

SCHOOL HISTORY

Washington Middle School (WMS) is a Title 1 school located in Cairo, Georgia. Based on the Georgia Department of Education CCRPI Data Report for 2019, 760 students are enrolled in WMS: 44.5% Black; 27% White; 26.3% Hispanic; 2% Multi-Racial; <1% Asian. Of the population 14.9% are English Learners and 11.8% are Students with Disability. One hundred percent of the student body is identified as economically disadvantage. Gifted, migrant, ESOL, and special education serves are provided for the students. Music, band, weight lifting, PE, Family & Consumer Sciences, Computers, Spanish, STEM and Drama are some of the offerings available to students. WMS has a unique configuration providing serves for gifted and high achieving students through a compacted honors academic program designed to accelerate the students allowing them to earn high school credits in the 8th grade. WMS is also a PBIS school working to provide a healthy learning environment for middle school students.

Washington Middle School has 59 teachers and 7 paraprofessionals on staff. In the last few years WMS has experienced significant changes in faculty and administration. The dynamics of change has brought about challenging circumstances filling teacher positions and redesigning the faculty. Last school term, over 20 positions had to be filled due to transfers, resignations, and retirements. New teachers provide new energy and excitement; however, the challenge of centralizing expectations and meeting the needs of so many new staff members becomes a prioritized need. Addressing economically disadvantaged learners, ensuring effective, focused Tier I instruction for all students, and consistency with planning and instruction continue to be areas of focus.

NEED FOR L4GA

For the 2019 CCRPI Reporting, Washington Middle School received an overall score of 50.4. Currently, WMS is identified as a Comprehensive Support & Improvement (CSI) school.

2019 Milestones data indicates weakness in all content areas.

- English Language Arts—74% of total enrollment (grades 6-8) scored below Proficient status
- Math—83% of total enrollment (grades 6-8) scored below Proficient status
- Science—89% of total enrollment (grade 8) scored below Proficient status

- Social Studies—80% of total enrollment (grade 8) scored below Proficient status

2019 Milestones data indicates 52% of the total WMS enrollment did not meet “On Grade Level” reading status based on Lexile scores.

CURRENTLY IN PLACE: While the following literacy initiatives are currently in place, analysis of the data reveals the need for further support and expansion that would be provided by the L4GA Grant:

- Independent reading program (Accelerated Reader 6-8)
- Write Score Writing Assessment and Writing Program (6-8)
- Newsela PRO, Online Informational Text Platform
- Professional development to improve best practices in literacy instruction across all content areas
- ELA, Math, Science, Social Studies Professional Learning Communities (each PLC meets monthly)
- Balanced literacy in all content areas
- Technology enhanced instruction in all content areas
- Data driven small group instruction (remediation class & enrichment groups)
- iReady Math (6-8) supports literacy incorporation
- Ready Math curriculum (supports reading and writing incorporation)
- Common assessments in all content areas
- Weekly grade level collaborative meetings (data and systems focused)
- Bi-Monthly School Improvement Team Meetings (data and action plan driven)
- Reading enrichment offered to selected students one day a week
- School-wide morning literacy focus
- Adopted reading series in grades 6-8
- PBIS / PBIS Rewards (Terrific Tigers, Tiger Bucks, Honor Roll Celebrations)

Details in chart below:

Washington Middle School	Percent of Students Reading Below Grade Level 2019
6 th Grade	57%
7 th Grade	47%
8 th Grade	52%

Washington Middle School	% of students needing remediation in READING & VOCABULARY	% of students needing remediation in Writing & Language
	2019	2019
6 th Grade	74%	71%
7 th Grade	78%	78%
8 th Grade	79%	86%

CURRENTLY IN PLACE: While the following literacy initiatives are currently in place, analysis of the data reveals the need for further support and expansion that would be provided by the L4GA Grant:

- Independent reading program (Accelerated Reader 6-8)
 - Independent reading program (AR) and ongoing training cycle for faculty
- Write Score Writing Assessment and Writing Program (6-8)
 - Writescore administration and data analysis training ELA faculty
- Newsela PRO, Online Informational Text Platform
 - Newsela Training and ongoing coaching support
- Professional development to improve best practices in literacy instruction across all content areas
 - Trainings provided based on needs shown in data analysis
- ELA, Math, Science, Social Studies Professional Learning Communities (each PLC meets monthly)

- Balanced literacy in ELA and implemented in all content areas
 - Quarterly Balanced Literacy Training and ongoing observation and feedback (Awareness walks by School Literacy Teams)
- Technology enhanced instruction and integration to support literacy initiatives in all content areas
 - Trainings provided by instructional coordinator and media specialist
- Data driven small group instruction (remediation class & enrichment groups)
 - Ongoing coaching and data analysis cycles to measure effectiveness of instruction
- iReady Math (6-8) supports literacy incorporation
 - IReady Training of report usage, data analysis, and intervention components (ongoing)
- Ready Math curriculum (supports reading and writing incorporation)
 - IReady Training of report usage, data analysis, and intervention components (ongoing)
- Standards Based Common assessments in all content areas (created collaboratively)
- Weekly grade level collaborative meetings (data, systems, intervention and researched-based instructional practices focused)
- Bi-Monthly School Improvement Team Meetings (data and action plan driven)
- MTSS/RTI Support via monthly MTSS/RTI team meetings
- Reading enrichment offered to selected students one day a week
- School-wide morning literacy focus
- Adopted reading series in grades 6-8
- PBIS / PBIS Rewards (Terrific Tigers, Tiger Bucks, Honor Roll Celebrations)

Overall need for L4GA:

Based on data (below) and due to lack of teaching experience, knowledge and strategic in-depth training, Washington Middle School faculty is need of the following professional development trainings:

- Literacy Instruction and lesson planning (research-based and best practices) Ongoing coaching cycle: Professional Development (Model), Try-Implement, Observation, Feedback
- Effective MTSS/RTI Implementation and Monitoring
- Effective Assessments (Formative and Summative)
- Effective Data Analysis, Usage and Ongoing Action Planning
- Instructional strategies for addressing the needs of economically disadvantaged learners.

MOVING FORWARD:

WMS Year One Objectives					
Objective, Strategy or Activity	Resources, Materials	Timeline	Methods of Evaluation	Funding Source	Person(s) Responsible
<p>School-wide Morning Literacy Focus: Provide common reading and writing time for all students during the first 15 minutes of school.</p>	<p>Book Bins for Homeroom Classes with high-interest, low level texts that appeal to all students, including subgroups with low performance (Black, Hispanic, EL, & SWD)</p> <p>Fiction and nonfiction texts including graphic novels for Media Center circulation</p> <p>Writing journals, pencils</p>	<p>July 2020-June 2021</p>	<p>Focus-Walks by Administration</p> <p>Reading Inventory Pre and Post Data</p> <p>Write Score Writing Data</p> <p>AR Data</p> <p>Journal Evaluations</p> <p>Milestones Assessment Data</p>	<p>L4GA Grant</p> <p>Title 1 Funds</p>	<p>School Administrator</p> <p>School Literacy Coach</p> <p>School Instructional Coordinator</p> <p>Homeroom Teachers</p> <p>School Literacy Team</p>
<p>Tiger Time Reading Circles: Provide additional support to selected students (based on Reading Inventory and Milestones data) to participate in Reading Circles one day a week for 45 minutes.</p>	<p>High-interest, low level texts that appeal to all students, including subgroups with low performance (Black, Hispanic, EL, & SWD)</p>	<p>July 2020-June 2021</p>	<p>Reading Inventory Pre and Post Data</p> <p>Focus-Walks by Administration</p> <p>AR Data</p>	<p>L4GA Grant</p>	<p>School Administrator</p> <p>School Literacy Coach</p>

			Milestones Assessment Data		School Instructional Coordinator Homeroom Teachers
Reading Support Class: Provide additional support to students (based on Reading Inventory and Milestones data) to participate in a Reading Support Class five days a week for 45 minutes each day	Read 180 Professional Learning on Read 180	July 2020- June 2021	Reading Inventory Pre and Post Data Read 180 Data Focus-Walks by Administration Milestones Assessment Data	L4GA Grant	School Administrator School Literacy Coach School Instructional Coordinator Teacher
Balanced Literacy in all Content Areas: Provide explicit skill instruction and use of authentic texts in all academic classes to promote proficient and lifelong reading. Explicit skill instruction will include reading, writing, speaking, and word study.	Professional learning for all content area teachers in instruction of teaching writing, reading, speaking, and word study in their designated content area. Literacy coach to provide professional learning and monitor implementation	July 2020- June 2021	Reading Inventory Pre and Post Data Focus-Walks by Administration Newsela PRO Data Standards-based Common	L4GA Grant Local Instructional Funds	School Administrator School Literacy Coach School Instructional Coordinator Classroom Teachers

	<p>in all content area classrooms.</p> <p>Fiction and nonfiction texts including graphic novels for Media Center circulation</p> <p>Newsela PRO</p> <p>Write Score</p> <p>Anchor charts and other resources to support the instruction of writing, reading, speaking, and word study in all content areas</p>		<p>Assessments from All Content Areas</p> <p>Milestones Assessment Data</p>		
<p>Technology Literacy: <i>Technology literacy is the ability to effectively use technology to access, evaluate, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking (IGI Global). Provide all students with frequent and consistent access to laptops to ensure their “ability to effectively use technology” for state testing,</i></p>	<p>Laptop Carts</p> <p>Professional Learning for all teachers on relevant technologies for teaching and learning.</p> <p>Newsela PRO</p> <p>BrainPop</p> <p>Discovery Education</p>	<p>July 2020- June2021</p>	<p>Reading Inventory Pre and Post Data</p> <p>Focus-Walks by Administration</p> <p>Milestones Assessment Data</p>	<p>L4GA Grant</p> <p>Local Instructional Funds</p>	<p>School Administrator</p> <p>School Literacy Coach</p> <p>School Instructional Coordinator</p> <p>Classroom Teachers</p>

but more importantly their future success in high school, college, and career.	Lightbox Google Classroom				
Literacy Advancement for English Learners: Provide all EL students access to an ipad to use in academic classes to enhance English proficiency through visual learning, language translation, and various online supports designed for EL students.	IPads with cart and protective cases	July 2020-June 2021	Access Test Data Reading Inventory Pre and Post Data Milestones Assessment Data	L4GA Grant	Instructional Coordinator ESOL Teacher
Parent and Community Partnerships: Provide parents and community members on-site trainings to improve literacy throughout our community.	Digital and print resources for parents to provide student literacy support at home	July 2020-June 2021	Parent Surveys Sign In Sheet	L4GA Grant	School Administrator Literacy Team

SCHOOL LEADERSHIP/LITERACY TEAM—The Literacy Leadership Team at WMS consists of the following:

- school administration (Principal, Asst. Principals)
- instructional coordinator
- media specialist
- PBIS Coach
- teacher representatives (6th – 8th representatives ELA, Math, Science and Social Studies)

- parent representative
- school literacy coach
- community members

A representative from the school literacy team serves on the system literacy team to coordinate system-wide instructional literacy initiatives and community activities.

SYSTEM LITERACY TEAM

The School Literacy Team at WMS will work closely with the system-wide instructional literacy initiatives. We will coordinate with the B-5 literacy team and K-12 Literacy Team in the county to ensure we have established consistent goals. We will come together every 4.5 weeks to review the goals and monitor the data.

COMMUNITY CONNECTION

We will come together to provide community literacy activities. We will partner with local business and childcare services providers to promote literacy initiatives for Grady County.

Activities will include but not be limited to:

- “Born to Read from Birth” at local hospital, provide literacy parent resources at birth
- Literacy Coaching for parents and guardians at Wellness Check Ups at local physicians’ offices
- “Books in Barbershops”, provide high quality literacy for distribution in the community
- “Laundromat Literacy”, provide high quality literacy for distribution in the community
- “Book Boxes” at the local Boys & Girls Club, provide high quality literacy for distribution in the community
- Parent trainings to promote literacy skills specific to K-12 GSE ELA standards and expectations
- Family Literacy Nights to promote literacy skills specific to K-12, such as author visits
- Partnership with Roddenbery Memorial Public Library Events, such as Summer Reading
- Program including promotion of Teen Events
- Digital Literacy Trainings for K-12 Families and Community members
- Assist with local Georgia Baptist “English as a Second Language” Program by providing resources
- Community collaborations around social/emotional support for students
- Coordinate with community health providers to secure services for students to address social and emotional needs
- Serve as a literacy training site for local childcare providers and other community members

EVIDENCE-BASED PRACTICES & ACTIVITIES

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with individuals from the higher-education community and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Training will be provided, as needed and implementation will be monitored for effectiveness.

OUR MISSION

It is our desire to have a seamless literacy relationship within our system from birth to twelfth grade to fully support literacy implementation for children, families, educators and community members. We will work consistently to ensure all stakeholders are involved and informed in all decision making processes.

EVIDENCE BASED PRACTICES

Evidenced-based practices and activities will be selected following a thorough research and review process by the System Literacy Team, involving resources such as What Works Clearinghouse, Evidence for ESSA, Center of Innovations in Learning and collaboration with P-20 partners and RESA to identify practices and activities to support school and system goals.

These practices and activities are based on needs assessments and student performance data in which areas of need will be identified. Evidence based practices will be researched and selected. Ongoing training will be provided, as needed and implementation will be monitored for effectiveness.

LITERACY INTERVENTIONS

Students in need of literacy intervention or other support services will be identified through universal screening procedures utilizing the assessments required by the L4GA Grant. Students scoring at or below the 25th percentile will receive intervention per MTSS guidelines. Progress monitoring will be analyzed consistently and data driven decisions and action plans will be implemented based on data and continuous needs assessments. A remediation class will be provided and students will utilize iReady online instruction and Ready Reading materials. A 45 minute support class will be provided for selected students and Read 180 will be used as an intervention. Additionally, students will be selected for Reading Circles one day a week. Specific interventions will be used as needed for individual students in ELA classrooms.

MONITORING

The implementation and effectiveness of instructional and intervention services will be monitored by administrators, the school literacy team and MTSS team through the analysis of progress monitoring data provided by assessments required by the L4GA grant, in addition to the following: iReady, STAR, Accelerated Reader, standards based common assessments, formative assessments such as Georgia Milestones. Frequency of monitoring will be determined according to MTSS guidelines.