

Application: Haralson County District Early Learners B5

Janet Goodman - janet.goodman@haralson.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000213
Last submitted: Feb 10 2020 03:35 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Haralson County School District

District Contact Information

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

Grant Fiscal Agent MOU

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

[Haralson County Fiscal Agent MOU.pdf](#)

Filename: Haralson County Fiscal Agent MOU.pdf **Size:** 415.4 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.

[Haralson County Conflict of Interest Statement.pdf](#)

Filename: Haralson County Conflict of Interest Statement.pdf **Size:** 1.5 MB

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)?

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[Haralson County District LEA-Partnership Narrative 1 .pdf](#)

Filename: Haralson County District LEA-Partnership Narrative 1 .pdf **Size:** 148.8 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[Haralson County District Partnership Management Plan 2.pdf](#)

Filename: Haralson County District Partnership Management Plan 2.pdf **Size:** 80.5 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Haralson County District Needs Assessment-Root Cause Analysis 3.pdf](#)

Filename: Haralson County District Needs Assessment-Root Cause Analysis 3.pdf **Size:** 1.1 MB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Haralson County District Project Goals and Support Needed 4.pdf](#)

Filename: Haralson County District Project Goals and Support Needed 4.pdf **Size:** 524.9 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

[Haralson County District Assessment Data Analysis Plan 5.pdf](#)

Filename: Haralson County District Assessment_Data Analysis Plan 5.pdf **Size:** 712.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

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

10 points

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

Plan for engaging LEA-Partners with Professional Learning offerings:

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

[Haralson County District Professional Learning Strategies 6 .pdf](#)

Filename: Haralson County District Professional Learning Strategies 6 .pdf **Size:** 724.8 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

[Haralson County District Resources Strategies and Materials 7.pdf](#)

Filename: Haralson County District Resources Strategies and Materials 7.pdf **Size:** 370.2 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

[Haralson County District Budget Summary 9.pdf](#)

Filename: Haralson County District Budget Summary 9.pdf **Size:** 68.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Haralson County District Needs Assessment Appendix A 3.pdf](#)

Filename: Haralson County District Needs Assessment Appendix A 3.pdf **Size:** 91.6 kB

[Haralson County District Project Goals Appendix B 4.pdf](#)

Filename: Haralson County District Project Goals Appendix B 4.pdf **Size:** 119.3 kB

[Haralson County District Resources Appendix C 7.pdf](#)

Filename: Haralson County District Resources Appendix C 7.pdf **Size:** 69.6 kB

[Haralson County letters of support.pdf](#)

Filename: Haralson County letters of support.pdf **Size:** 1.8 MB

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 | Haralson County School District |
| School or Center Name | B5 Plan |
| System ID | 0671 |
| School ID | 0001 |

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

13

Number of Paraprofessionals or Teaching Assistants in School

16

Principal or Director

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

Haralson County District Birth to 5 School Plan 8

Filename: Haralson_County_District_Birth_to_5_Sc_6yjjv8K.pdf **Size:** 473.7 kB

Section 8 School Plan--Birth to Five

School History

Haralson County School System Prekindergarten program consists of two campuses. Each campus is located at a primary school.

Tallapoosa Primary School is part of the Haralson County School System located in Tallapoosa, a small rural town in West Georgia. Pre-K is located in a modular unit adjacent to the K-2 units. Tallapoosa Primary serves approximately 436 students in grades Pre-K – 2nd with 218 males and 218 females. The student body is made up of 92% Caucasian, 3.5% Multi-racial, 2% Hispanic, and 2.5% African American.

Buchanan Primary School (BPS) currently serves approximately 460 students in grades Pre-K through 2nd with 229 males and 234 females. The student body is 93% white, 3% Hispanic, 2.5% multi-racial, 1% African American, and .2% Asian.

Administrative and Leadership Team

Dr. Janet Goodman, Chief Administrative Officer; Jenstie Johns, Tallapoosa Primary Principal; Taylor Proctor, Lead Teacher; Katrina Smith Buchanan Primary, Assistant Principal; Candy McAdams, Lead Teacher

Community Assets

Numerous businesses throughout the community attend the Annual Pinto Bean Luncheon at TPS. During this event stakeholders get to witness firsthand the soft skills we are instilling in our students, tour our facility and sign up to partner with or volunteer at our school. Our 2nd graders tour the CTAE Department at Haralson County High School and West Georgia Technical College annually. Local Restaurants such as Jack's, Papa John's, Chick Fil-A, and Kimball's provide incentives for our students to have good attendance, read more and/or have high academic achievement. Our local churches provide food for our low income students on the weekends through the Backpack Program and they provide hot meals to our families every Monday and Thursday evening. University of West Georgia provides teacher interns from their teaching program. They also provide access to their Innovations Lab and Mobile STEM Lab. NWGa RESA provides professional learning and support for our teachers. West Georgia Youth Science and Technology Center provides activities and summer camps for our students and professional learning for our teachers. Georgia Farm Bureau also provides lessons for students as well as training and support for teachers.

The following are examples of businesses who have partnered with BPS to provide educational opportunities and/or financial assistance: HCHS - CTAE, Tanner Medical & Willowbrook,

UWG & GYSTC (STEM), Woodall Orthodontics, Wayne Davis Concrete, Kimball's General Store, Dollar General, Lee Moore Appliance, Just Styling, McAdams Lawn Service, Georgia Farm Bureau, Haralson County Fire Department, Blue Ridge Healthcare, and Ed Bonner. Our local churches and several community members provide food for our low income students on the weekends through our Backpack Program.

Past Instructional Initiatives

No data exists to address the past initiatives within the district or community organizations.

Current Instructional Initiatives

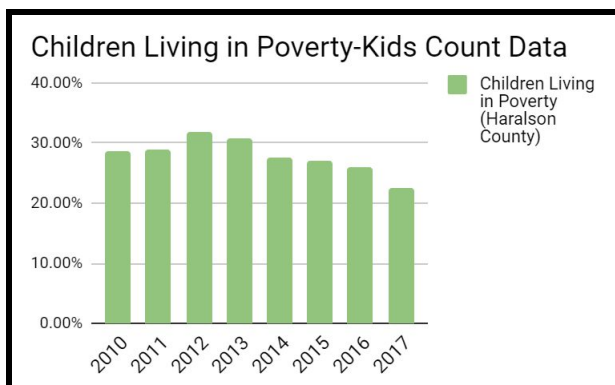
- High Scope Curriculum within GELDS (Haralson County School District Prekindergarten program)
- Prekindergarten teachers attend annual training through Bright from the Start and Best Practices/GSU.
- The Creative Curriculum (Head Start),
- Pinnacle Curriculum (Tallapoosa Christian Academy),
- Ascend Curriculum with GELDS (Stonebridge Academy),
- GELDS standards (Millennium Academy)

Individual School Professional Learning Needs:

- Research-based Early Literacy Practices
- Digital Coaching Cohort within the Cox Campus platform
- Strategic Interventions

Need for an L4GA Project

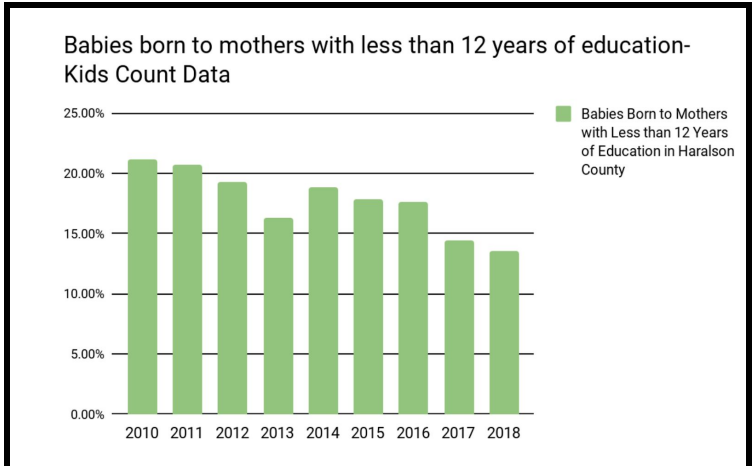
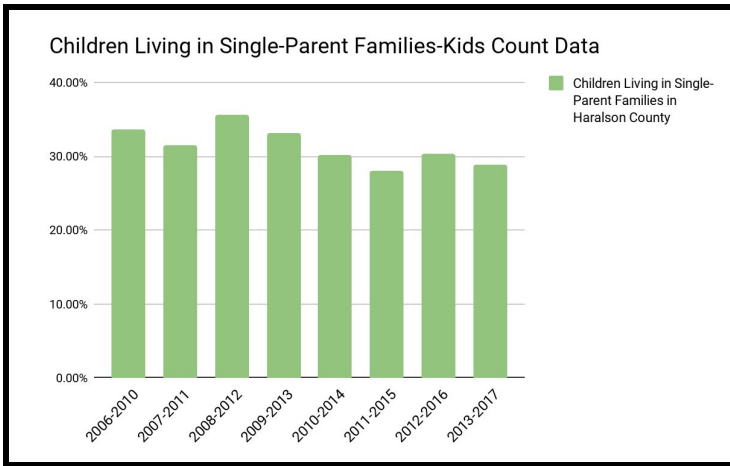
Why focus on early literacy learning? National Early Literacy Panel (2008) studies have demonstrated that “early cognitive and linguistic development predict later achievement.” Students are entering into school lacking foundational skills in literacy. It is essential to equip the Haralson County prekindergarten classrooms and community early care agencies with the tools to meet the needs of students. Because we are a small, rural school with 100% free and reduced lunch recipients, we have struggled to fund the initiatives we’ve undertaken. Grant funding would enable us to continue the work, drastically ramping up our efforts in the professional learning and material resources domains.



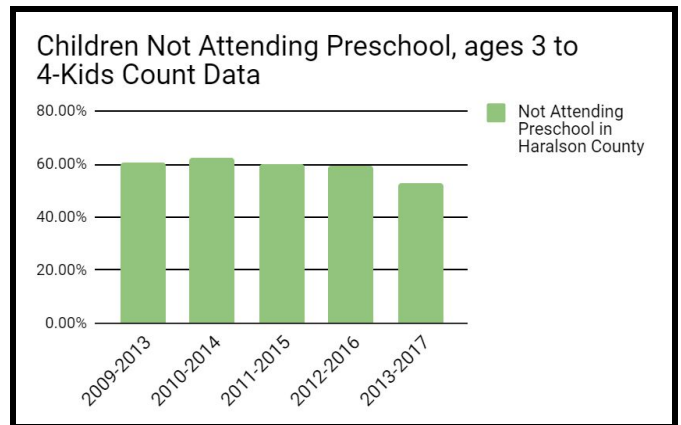
Over twenty-two percent of the student population are living in poverty. Hernandez (2012) states in Double Jeopardy that these students are at higher risk of low reading scores and higher drop-out probability rate.

The findings in Double Jeopardy report conclude that “For children who were poor for at least a year and were not reading proficiently, the proportion failing to graduate rose to 26 percent.”

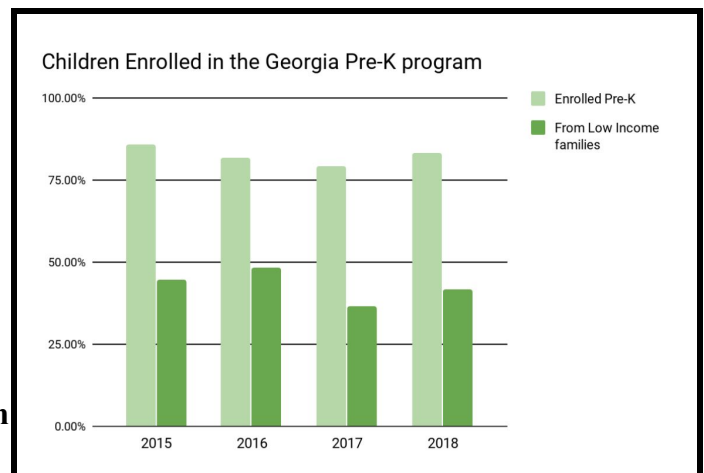
In addition, Haralson County has a significant number of students living in single-parent families or to born mothers with less than 12 years of education. As research states, a mother’s education level is a predictor of a student’s academic achievement. The website, Get Georgia Reading, states “The lack of maternal education is known to increase a child’s risk of academic failure, poor attendance, and disciplinary issues.” With low income families and lack of educational background for our parents, we need to examine ways to bridge the gap.



Data shows that students who can not read proficiently by grade 3 will continue to struggle as time goes on. In regard to this issue, preschool/early learning centers are the answer. In Haralson County, we still have a large number of children not attending three-year-old or four-year-old preschool programs.



Preschools help with “enhancing children’s academic readiness for school.” (Meloy, Gardner, & Darling-Hammond (2019) p. 9) According to the NELP report, students who attend preschools where they receive oral language and print processing instruction do better in learning to read in first,



second, and third grades. “High quality early education is a cost-effective investment for improving early and later school success, particularly in low-income families,” (Hernandez, 2012)

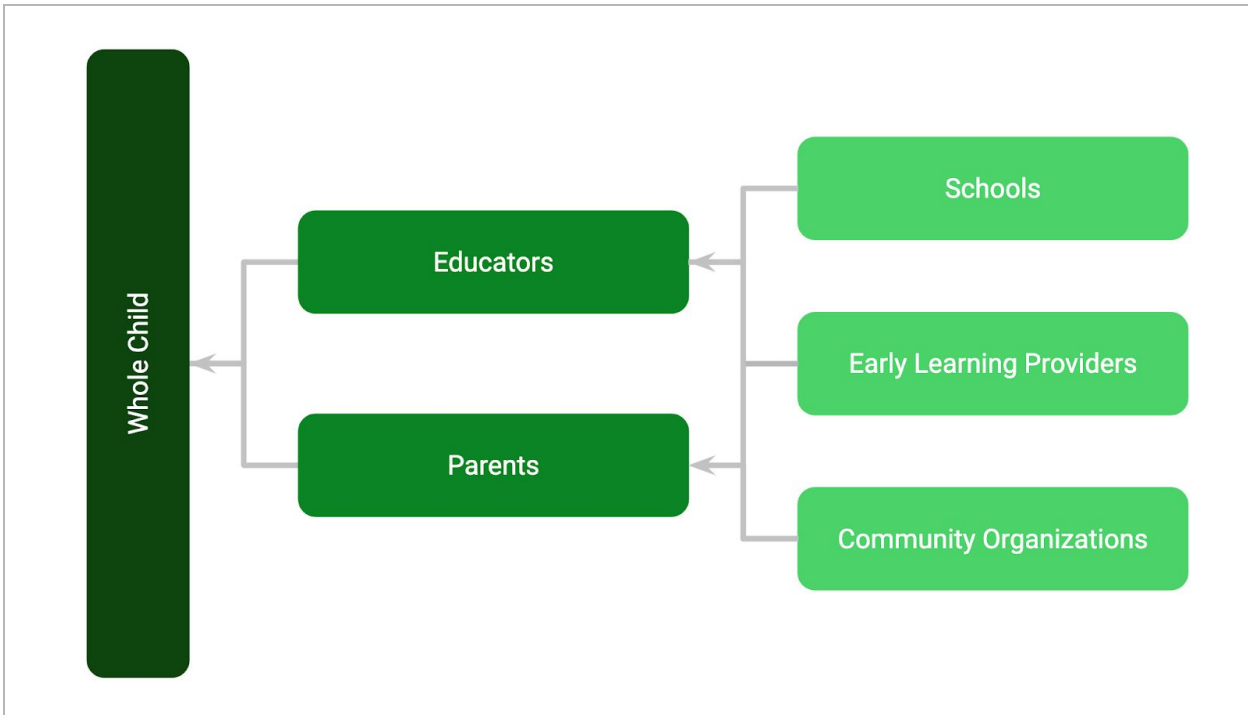
To address the Haralson County student population need, it is essential to examine the preschool/prekindergarten programs. In *Untangling the Evidence on Preschool Effectiveness* (2019) it states that important elements of preschool quality include:

- sufficient learning time and small class size with low student-teacher ratios;
- **well-prepared teachers** who provide engaging interactions and classroom environments that support learning;
- **ongoing support for teachers**, including coaching and mentoring, with program assessments that measure the quality of classroom interactions and provide actionable feedback for teachers to improve instruction;
- **research-based, developmentally appropriate early learning standards and curricula**;
- **assessments that consider children’s academic, social-emotional, and physical progress and contribute to instructional and program planning**; and
- **Meaningful family engagement.** (p.26)

Haralson County School District will address these needs through strengthening our current preschool/prekindergarten program. The district will focus on developing well-prepared teachers through ongoing coaching and mentoring where feedback will be given to improve instruction. Additionally, preschool teams will explore curriculum that is research-based according to the science of reading.

Haralson County School District desires to foster collaboration with community partners to boost achievement of students coming into the schools. We will cooperate with Tallatoona CAP Head Start and early learning providers to support curriculum explorations and expanding professional knowledge. Through Cox Campus course modules, early learning providers will have the opportunity to engage in the digital coaching cohort. These literacy modules will serve two purposes: support language and literacy knowledge and build professional capacity among the preschool teachers.

To address the whole child, Haralson County Literacy Council will examine meaningful ways to actively engage parents in literacy initiatives. With the grant, we will be able to host community-wide literacy events to educate parents. Through literacy events, we will cultivate parent knowledge to leverage student achievement. Furthermore, we will explore ways to develop digital coaching for parents. After parents undertake a specific literacy strategy or method with their child, early literacy professionals will coach them in the next steps.



Some of the questions we hope to explore over time through this grant may even help others as they pursue rebuilding their district-wide literacy systems and community literacy.

- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How do we ensure that preschool programs are effective?
- How do we ensure the cognitive needs are met as well as address social-emotional wellness?
- How do we intervene with students at early learning centers? What does the process look like?
- What are other methods to engage parents in more meaningful ways to create academic success for students?

Goal 1: Design and implement an evidence-informed, school-wide, Tier 1 instructional unit.

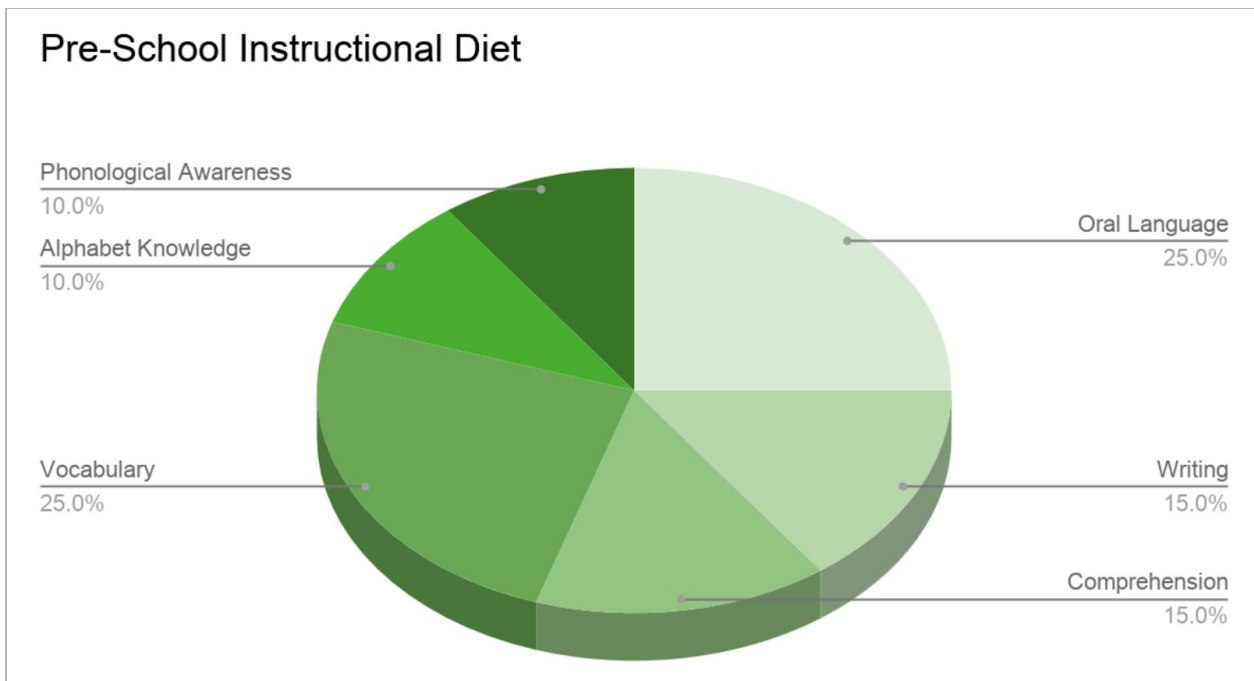
Needs Assessment Support:

- Instructional design and implementation are in the emergent stage. (Building Block 4a)
- Research-based instruction in the development of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language is also emerging. (Building Block 4b)
- In-service personnel receive professional learning in the development of early literacy but linking the PL back to observed changes in classroom instruction is emerging.

| (Building Block 6b) | | |
|---|---|--|
| Action Steps | People Responsible | Measurable Outcomes |
| Explore curriculum options that include the Pre-School Instructional diet | District Leaders District Literacy Coaches | Post-observation debriefs Coaching conversations |
| Expand teacher pedagogical content knowledge (PCK) through a cyclical process | Principals Assistant Principals | Certificates of completion for virtual PL modules Incremental increases in quantitative data sets over multiple years in the grant: |
| Provide PL opportunities | Prekindergarten Teachers | <ul style="list-style-type: none"> ● PPVT ● PALS ● G-KIDS |
| Include Prekindergarten teachers on district Literacy team | | |
| Assets needed/used: <ul style="list-style-type: none"> ● Cox Campus modules ● National Center on Improving Literacy modules ● Get Georgia Reading ● Collaborative Planning Session Templates ● Materials for program specific trainings ● Literacy Kids | | |
| Research: <ul style="list-style-type: none"> ● National Early Literacy Panel. (2008). <i>Developing early literacy: Report of the National Early Literacy Panel</i>. Washington, DC: National Institute for Literacy. Available at http://www.nifl.gov/earlychildhood/NELP/NELPreport.html ● “Preschool teachers are more transient and have less formal education than other teachers They may harbor anxiety, uncertainty, or indifference toward literacy instruction.” Walpole, S., & McKenna, M. C. (2012). <i>The literacy coach's handbook: A guide to research-based practice</i>. Guilford Press. ● “Children who have one or two years of quality preschool program are more ready for kindergarten” Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). <i>Untangling the Evidence on Preschool Effectiveness</i>. ● “It is clearly possible for the academic benefits of preschool to persist into elementary and middle school, but the inconsistency of outcomes across programs illustrates the importance of understanding study methodologies and of investing in quality to support sustained gains.” Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). <i>Untangling the Evidence on Preschool Effectiveness</i>. ● “Teachers receiving mentoring had increased scores on comprehension and expressive vocabulary measures over children in classrooms with teachers not receiving mentoring.” Walpole, S., & McKenna, M. C. (2012). <i>The literacy coach's</i> | | |

handbook: A guide to research-based practice. Guilford Press.

- **“Our brains are not wired to read... we have to do a neurological backflip to teach our brains to read.”** Strom, C. (2020, February 5). Retrieved from <https://amplify.com/science-of-reading-the-podcast/>
- **“High quality early education is a cost-effective investment for improving early and later school success, particularly in low-income families...”** Hernandez, D. (2012). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.



Goal 2: Design and implement layers of increasingly intensive interventions.

Needs Assessment Support:

The following areas are assessed to be “emergent” or “not addressed:”

- The infrastructure for full implementation of screening and diagnostic assessments (Building Block 3a)
- The results of formative assessments used to adjust intervention to meet the needs of children and students (Building Block 3b)
- Infrastructure for a system of tiered-interventions based on screening and guided by

progress monitoring (Building Block 5a)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| <p>Explore and develop a plan for SEE-KS (Social Emotional Engagement Knowledge and Skills)</p> <p>Structure schedules in ways that allow for targeted instruction</p> <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Bring general education, special education, RTI, Title, EIP, ELL teachers, as well as SLPs and paraprofessionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation (Work with community agencies to gather data)</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Prekindergarten Teachers</p> <p>All teachers specializing in any of the interventions provided to students</p> <p>Community partners and Early Learning Providers</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Incremental increases in quantitative data sets over multiple years in the grant:</p> <ul style="list-style-type: none"> ● PPVT ● PALS ● GKIDS |

- Assets needed/used:**
- Program materials
 - Program specific PL funds
 - Parent events materials/supplies

- Research:**
- **“Children growing up in low-income households and children from affluent homes can lead to a gap in their cognitive development.”** Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). Untangling the Evidence on Preschool Effectiveness.
 - **“Boosting children’s early learning to help close these gaps and support children’s success in schools is a primary motivator for many preschool programs”**Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). Untangling the Evidence on Preschool Effectiveness.
 - **“It is important for teachers to have knowledge about child development and instruction for young children, including knowledge that is specific to the age group they teach.”** Meloy, B., Gardner, M., & Darling-Hammond, L. (2019).

Goal 3: Engage parents as active literacy partners.

Needs Assessment Support:

- Ensure smooth transitions from one agency to another (Building Block 2b)
- Connect families to schools and childcare entities (Building Block 2c)
- Connect communities to schools (Building Block 2d)
- Deliver professional learning in development of early literacy (Building Block 6a)

| Action Steps | People Responsible | Measurable Outcomes |
|--|---|---|
| <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Design and organize parent involvement events to educate parents in literacy strategies</p> <p>Explore options for digital coaching for parents</p> <p>Collaborate with other community agencies to support parents</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>All teachers specializing in any of the interventions provided to students</p> <p>Community partners and Early Learning Providers</p> <p>Tallatoona CAP Head Start</p> <p>UWG Early Intervention Speech and Language Clinic</p> | <p>Increase parent participation in literacy events</p> <p>Community Literacy Survey</p> <p>Incremental increases in quantitative data sets over multiple years in the grant:</p> <ul style="list-style-type: none"> ● PPVT ● PALS ● GKIDS |

Assets needed/used:

- Cox Campus modules
- National Center on Improving Literacy modules
- Get Georgia Reading
- Ready4GA (text messaging for parents (0-4)
- Parent Literacy Kits

Research:

- “Parents are the first teachers” Hernandez, D. (2012). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

- “Children in poor families are also more likely than their peers to have parents with limited education, because lower education is associated with earning lower incomes. Hernandez, D. (2012). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.
- Maternal Education. (n.d.). Retrieved from <http://getgeorgiareading.org/data/relevant-data-points/maternal-education/>
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy. Available at <http://www.nifl.gov/earlychildhood/NELP/NELPreport.html>

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)

Jerry Bell, Superintendent
Typed Name of Fiscal Agency Head and Position Title

2/10/2020
Date



Signature of Applicant's Authorized Agency Head (required)

Jerry Bell, Superintendent
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: Dr. Janet Goodman


Position/Title of Fiscal Agent's Contact Person: Chief Administrative Officer

Address: 299 Robertson Avenue

City: Tallapoosa Zip: 30176

Telephone: (770) 574-2500 Fax: (770) 574-2225

E-mail: janet.goodman@haralson.k12.ga.us


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

Superintendent

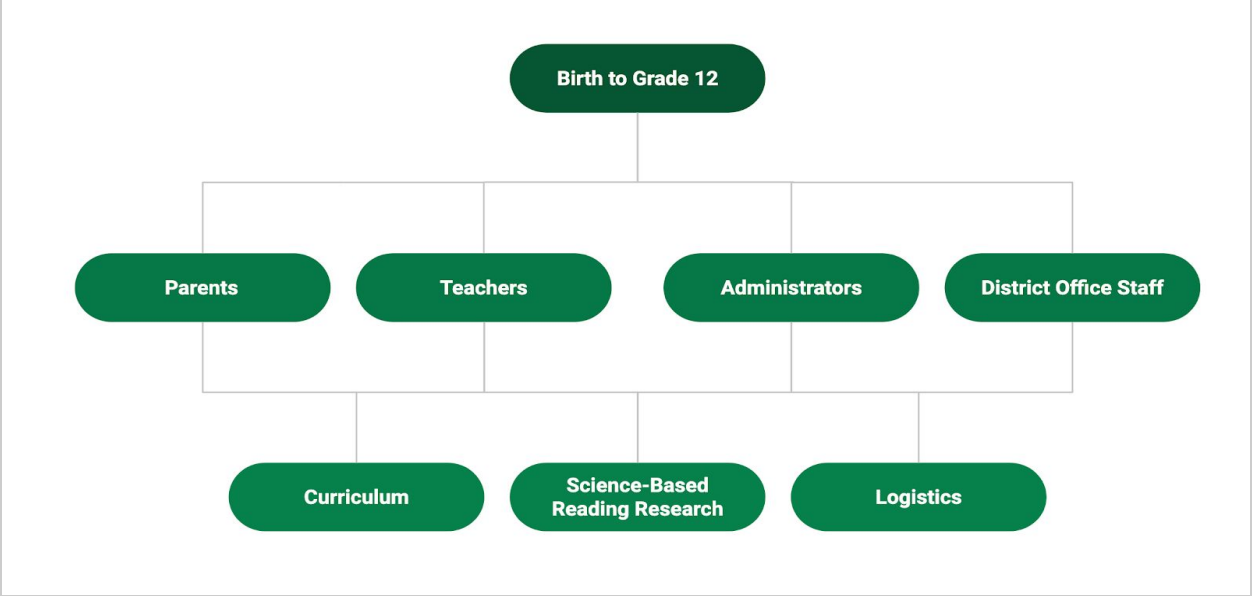
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2/10/2020
Date (required)

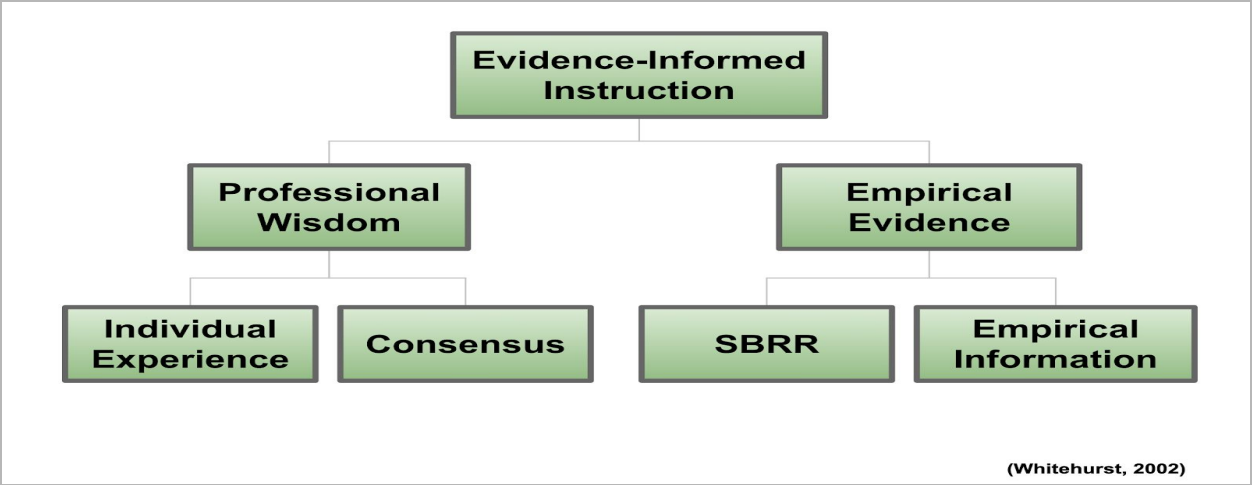
Section 6: Professional Learning Strategies Identified on the Basis of Documented Need

Defining Professional Learning

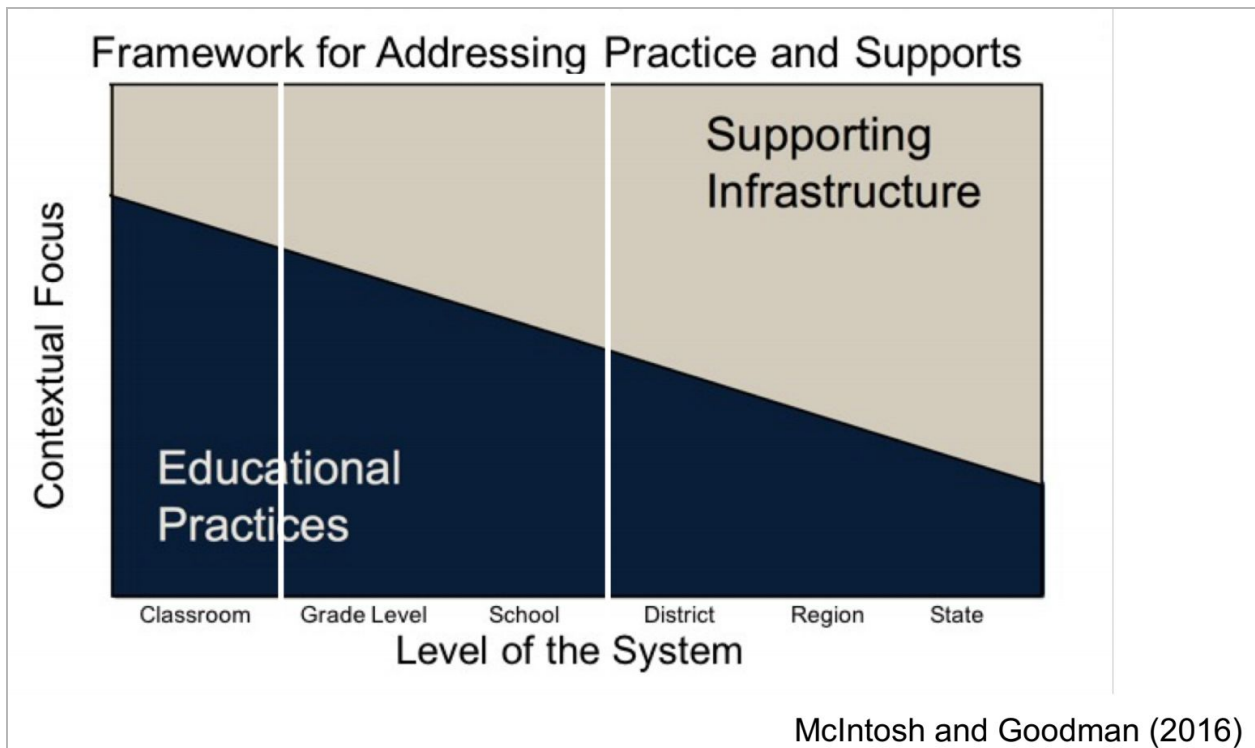
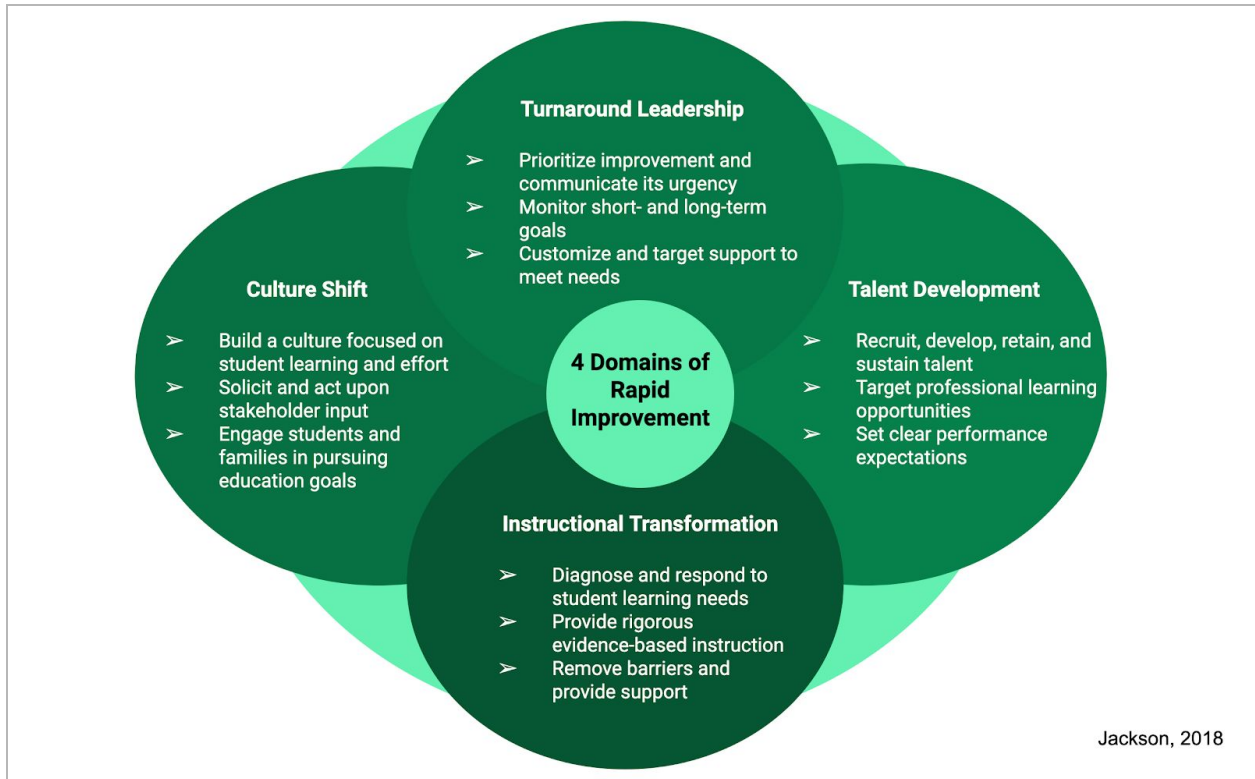
All adults working with young people in our community’s birth to grade 12 system need varying layers of support. This professional support is the key to pulling our entire program together, and a collaborative culture is necessary for professional support to really work. The following graphic assists us in the analysis of the professional learning needs of our plan and drives the work in which we collectively operate to achieve the goal of growing independent and proficient readers, writers, thinkers, and learners.



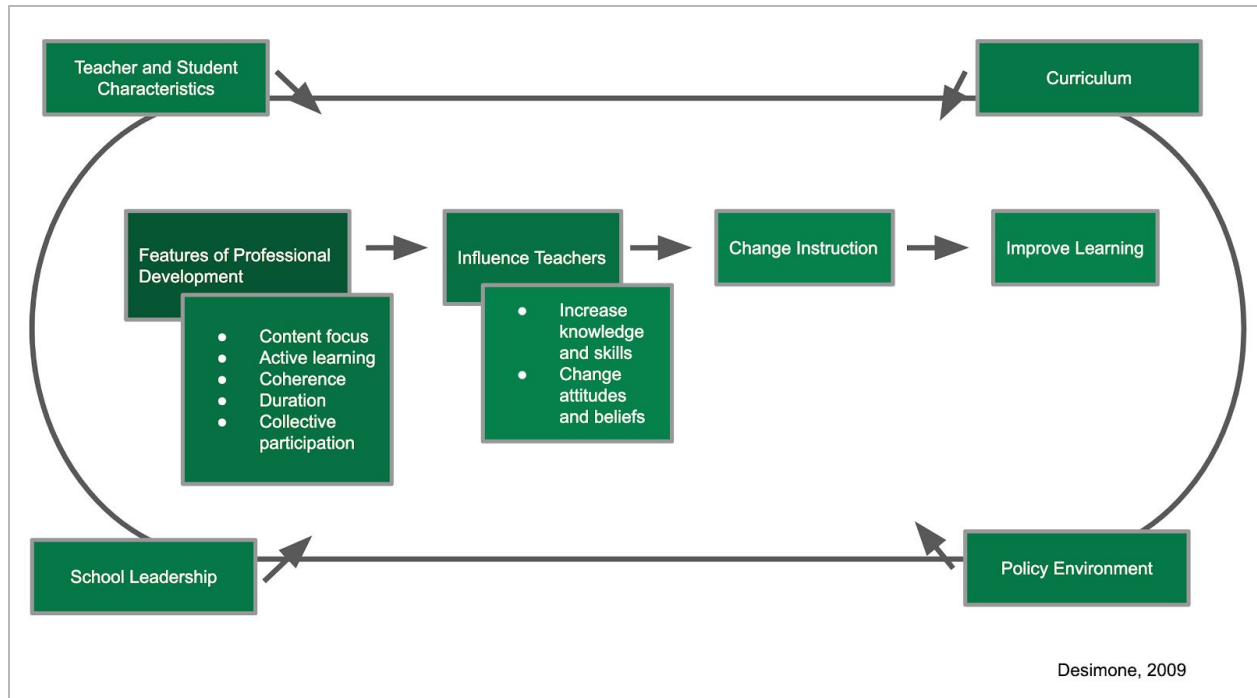
Every layer of our plan is steeped in evidence-informed practices. It drives the curricular resources we choose (the what), the training we provide stakeholders (the who), and the logistics around implementation (the how).



Before arriving at specific PL opportunities, we allowed research to guide our path. These graphics represent the planning for these PL opportunities, examining the know-*what* and the know-*how* of an active supporting infrastructure.



Particular to our literacy efforts, professional support is defined broadly to include all of the ways that assist teachers in understanding, implementing, and evaluating literacy development and the literacy program. That important work happens in the context detailed below. The idea here is to expand our understanding of what professional learning is so that professional support really counts for teachers, leaders, and parents; and that support can make instruction count for the children we serve.



Grant Initiatives

The heart of our professional support system resides in the evidence-informed practices we will unveil over the course of the grant. The district will provide access to institutes, conferences, workshops, contracted services, and job-embedded training aligned with our five project goals. Time will be allocated for collaborative planning in the school schedule to ensure planning occurs among grade levels, content areas (including CTAE), vertically, and for birth - 5 providers and community partners. Local PL supports include district coaching to support all teachers in PL initiatives, leadership coaching and mentoring from GAEL, RESA, and UWG, and online PL initiatives.

Beyond district driven initiatives, HCS D plans to improve teacher and leader development by providing ongoing training and literacy updates through principal and assistant principal monthly meetings, and the Aspiring Leaders program. Additionally, the New Teacher Induction program incorporates intensive literacy training along with follow-up support by district curriculum directors, administrators, and instructional coaches. The learning designed for these trainings is based on the needs identified through surveys, CNA, Strategic Plan, and assessment data. As HCS D develops systemic and sustainable practices we will design a cohesive plan for professional learning resources including:

- Professional learning resources online through shared Google folders and Google

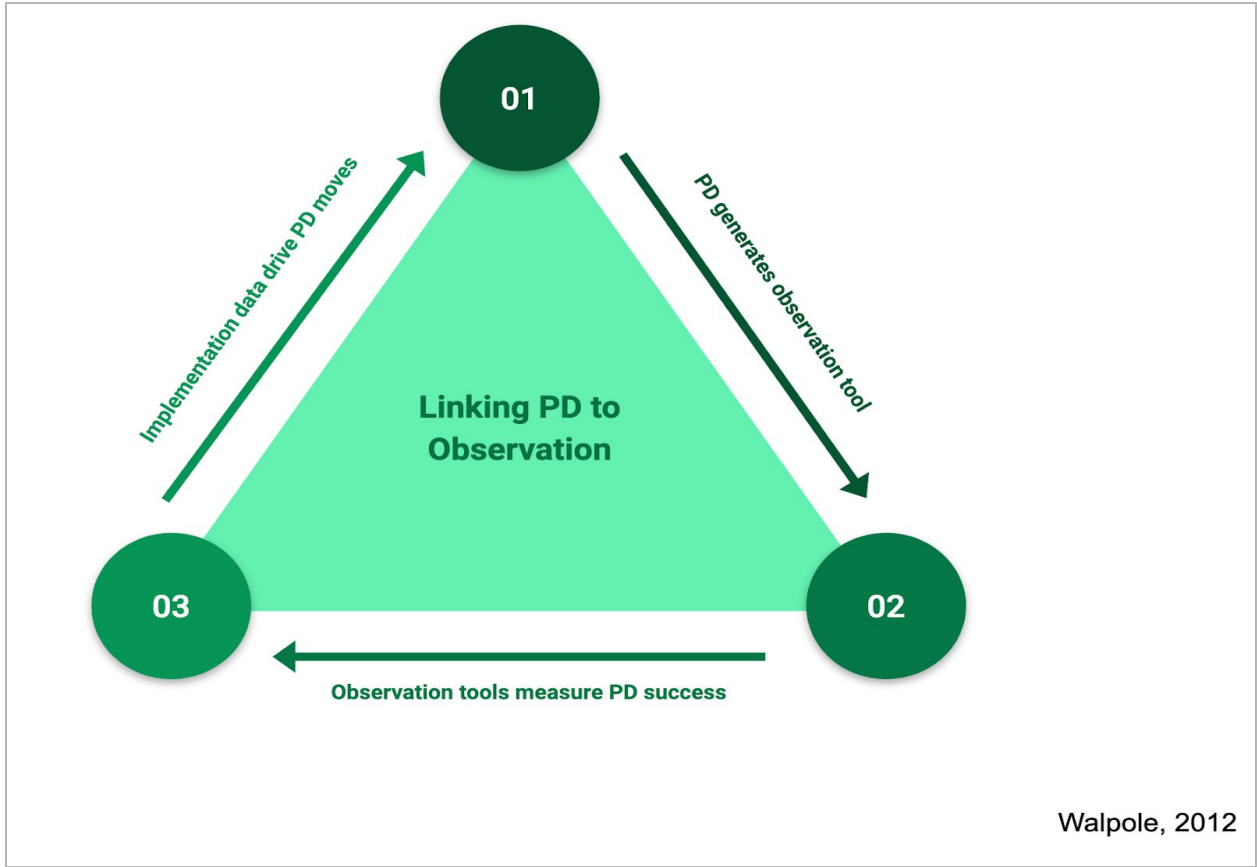
Classrooms;

- Professional learning collaboration teams at each level (Pre-K, elementary, middle, and high) will work to create curriculum maps, units, research- based strategies, and other resources across all content areas to share throughout the district; and
- Community literacy council will support PLCs for birth - 5 providers and build capacity for parent engagement.

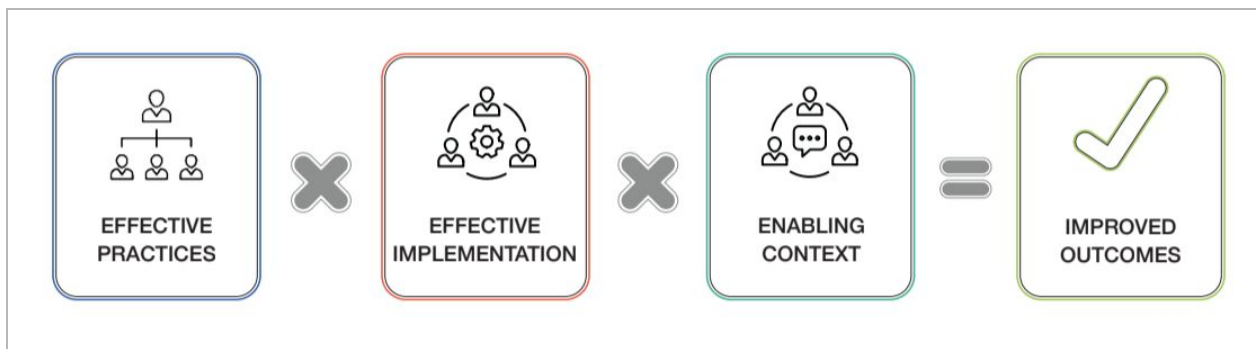
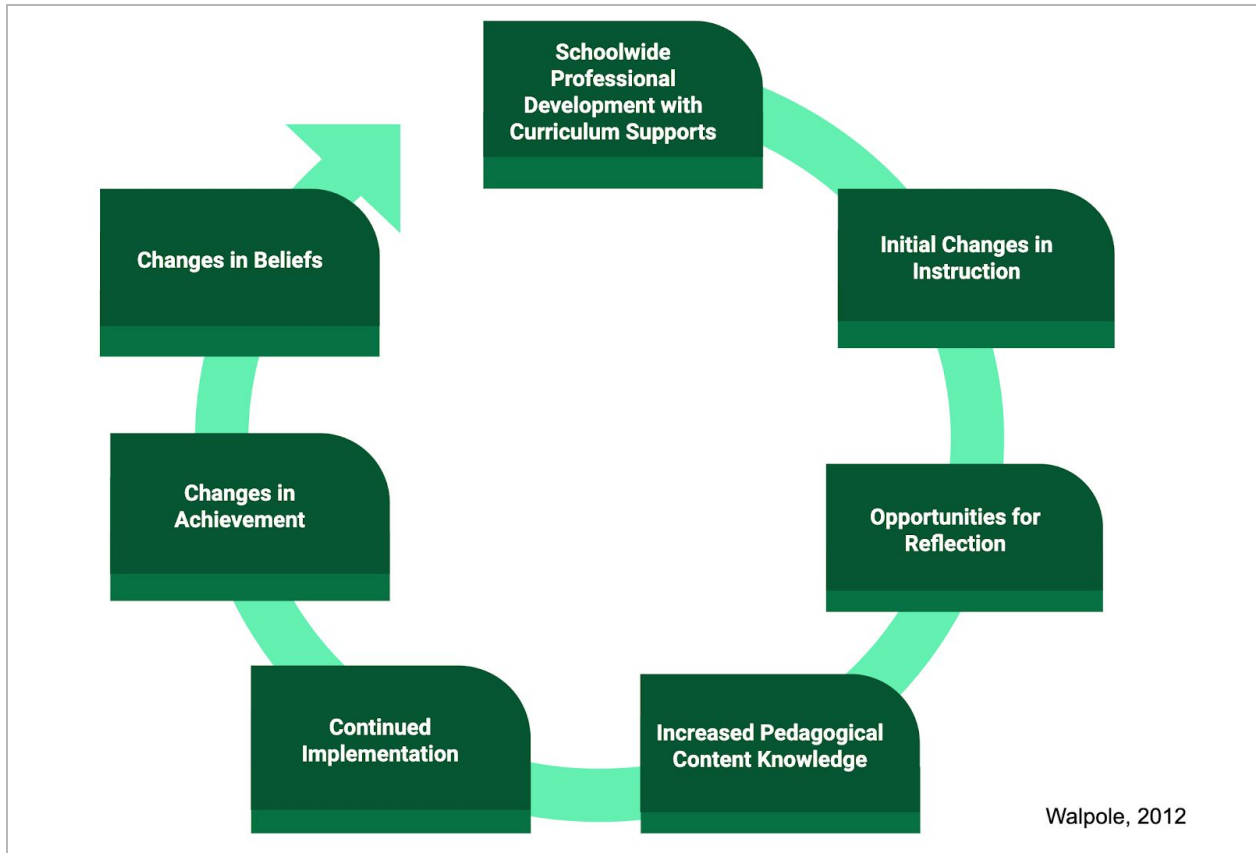
| | |
|-----------------------|--|
| Book Study Resources | <ul style="list-style-type: none"> ● <i>Cracking the Common Core</i> (6-12) ● <i>Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS</i> (district) ● <i>The Literacy Coach’s Handbook</i> (district) ● <i>Powerful Teaching</i> (2-12) |
| Curricular Programs | <ul style="list-style-type: none"> ● Bookworms 2.0 (K-5) ● Lindamood Bell Phoneme Sequencing Program (K-3) ● Talkies for Oral Language Comprehension and Expression (K-1) ● Let’s Know! (K-3) ● Fast-Start Early Readers (parents) ● Advanced Curriculum--Vanderbilt (2-5) ● Center for Gifted Education at College of William and Mary Units (2-5) |
| Online Modules | <ul style="list-style-type: none"> ● LETRS (PK-5) ● Self-Regulated Strategy Development (2-5) ● Comprehensive Reading Solutions (4-12) ● Cox Campus (birth - 5, parents) |
| Writing & Syntax | <ul style="list-style-type: none"> ● Reciprocal Nature of Reading and Writing (2-12) ● Writing Revolution (4-12) ● Expressive Writing (4-6) ● Writing for Understanding (4-12) ● Claim Evidence Reasoning (6-12) ● Introduction to Argument Writing (6-12) |
| Foundational Skills | <ul style="list-style-type: none"> ● Sound Walls (K-2) ● Orthographic Mapping and the Role of Advanced Phonemic Awareness (K-3) ● DECAL training for literacy (PK) |
| Disciplinary Literacy | <ul style="list-style-type: none"> ● Comprehensive Reading Solutions (4-12) ● <i>Shanahan on Literacy</i> Resources (4-12) ● Direct Instruction and the Role of Cognitive Science (4-12) ● Academic Vocabulary (2-12) |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> ● Teaching Technical Vocabulary (4-12) ● Teaching with Complex Texts (4-12) |
| Processes / Logistics | <ul style="list-style-type: none"> ● Professional Learning Communities (birth -12) ● R-TFI Facilitator Training (district) ● Interconnected Systems--RTI and PBIS (district) |
| Leadership | <ul style="list-style-type: none"> ● GAEL L4GA Leadership Institute (administrators) |

As Walpole cautions, “Professional support for teachers is a balancing act between the development of knowledge and the development of instructional skills, each addressed within a context of current knowledge and skills and within the learning environment of the school.” (p. 193) The work of the district literacy coaches, in conjunction with the leadership of the school administrators, will act as an ongoing, evolving, action-oriented structure to sustain the cycles of improvement, growth, and achievement.



Walpole, 2012



By engaging all stakeholders from parents to teachers to leaders, our supporting infrastructure will be strong for years to come. Bringing all teachers--general education, SWD, ELL, RTI and SLP--to the same table will ensure we increase achievement for all our students.

Research:

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- Ryan Jackson, K., Fixsen, D., & Ward, C. (2018). Four Domains for Rapid School Improvement: An Implementation Framework. *Center on School Turnaround at WestEd*.
- Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice*. Guilford Press.
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.
- Walpole, S., McKenna, M. C., Philippakos, Z. A., & Strong, J. Z. (2019). *Differentiated Literacy Instruction in Grades 4 and 5: Strategies and Resources*. Guilford Publications.
- Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
- Kamhi, A. G., & Catts, H. W. (2013). *Language and Reading Disabilities: Pearson New International Edition*. Pearson Higher Ed.
- Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. Guilford Press.
- Christodoulou, D. (2017). *Making good progress?: The future of Assessment for Learning*. Oxford University Press-Children.

Section 5: Assessment/Data Analysis Plan

Critical to the supporting infrastructure of our district’s literacy plan are the data compiled, disaggregated, and acted upon. The following information demonstrates our evolving processes and the continued need for empirical evidence to drive the evolution. We do not want to follow the common trap of being data rich but knowledge poor.

Current Assessment Protocol--Primary/Elementary School

| Assessment | Grade | Purpose | Skills Measured / Content Area | Frequency |
|---|-------|----------|---|-----------------------------------|
| Work Sampling Online (WSO) | Prek | D, O | GELDS standards All content areas | Ongoing Aug-Dec and Jan-May |
| Georgia Kindergarten Inventory of Developing Skills (GKIDS) | K | O | GSE standards | Ongoing |
| Informal Decoding Inventory | K-2 | D | NWF | Initial placement |
| Horizons Placement Test | 2 | D | WR, ORF | Initial placement |
| Corrective Reading Placement Test | 3-5 | D | ORF | Initial placement |
| DIBELS 8th Edition | K-5 | S, B, PM | AK, PA, NWF, WR, ORF | 3 times per year Ongoing |
| Measures of Academic Progress (MAP) | K-5 | S, D, G | AK, AR, COP, PA, RC, V | 3 times per year |
| GA Milestones End-of-Grade Assessment (EOG) | 3-5 | O | GSE standards All content areas | 1 time per year |
| Access for ELLs | K-5 | D, O | Reading, Writing, Speaking, Listening | 1 time per year |
| Georgia Alternate Assessment (GAA) | K-5 | O | GSE standards All content areas | Ongoing |

AK--Alphabet Knowledge, AR--Alliteration/Rhyme, COP--Concepts of Print, WR--Word Reading, D--Diagnostic, GELDS--Georgia Early Learning and Development Standards, GSE--Georgia Standards of Excellence, NWF--Decoding, ORF--Oral Reading Fluency,

O--Outcomes, PA--Phonological Awareness, PM--Progress Monitoring, RC--Reading Comprehension, S--Screening, V--Vocabulary, G--Growth

Current Assessment Protocol--Middle School

| Assessment | Grade | Purpose | Skills Measured / Content Area | Frequency |
|--|-----------------|----------------|---|-----------------------------|
| Measures of Academic Progress (MAP) | 6-8 | S, D, G | RC, V | 3 times per year |
| GA Milestones End-of-Grade Assessment (EOG) | 6-8 | O | GSE standards All content areas | 1 time per year |
| Access for ELLs | 6-8 | D, O | Reading, Writing, Speaking, Listening | 1 time per year |
| Georgia Alternate Assessment (GAA) | 6-8 | O | GSE standards All content areas | Ongoing |
| Corrective Reading Placement Test | 6 (remedial) | D | ORF | Initial placement |
| Expressive Writing Placement Test | 6 (remedial) | D | W, C | Initial placement |
| DIBELS 8th Edition | 6 (remedial) | S, B, PM | ORF | 3 times per year Ongoing |
| D--Diagnostic, GSE--Georgia Standards of Excellence, ORF--Oral Reading Fluency, O--Outcomes, RC--Reading Comprehension, S--Screening, V--Vocabulary, G--Growth, W--Writing, C--Conventions | | | | |

Current Assessment Protocol--High School

| Assessment | Grade | Purpose | Skills Measured / Content Area | Frequency |
|-------------------------------------|-----------------|----------------|---------------------------------------|------------------|
| Measures of Academic Progress (MAP) | 9 (remedial) | S, D, G | RC, V | 3 times per year |

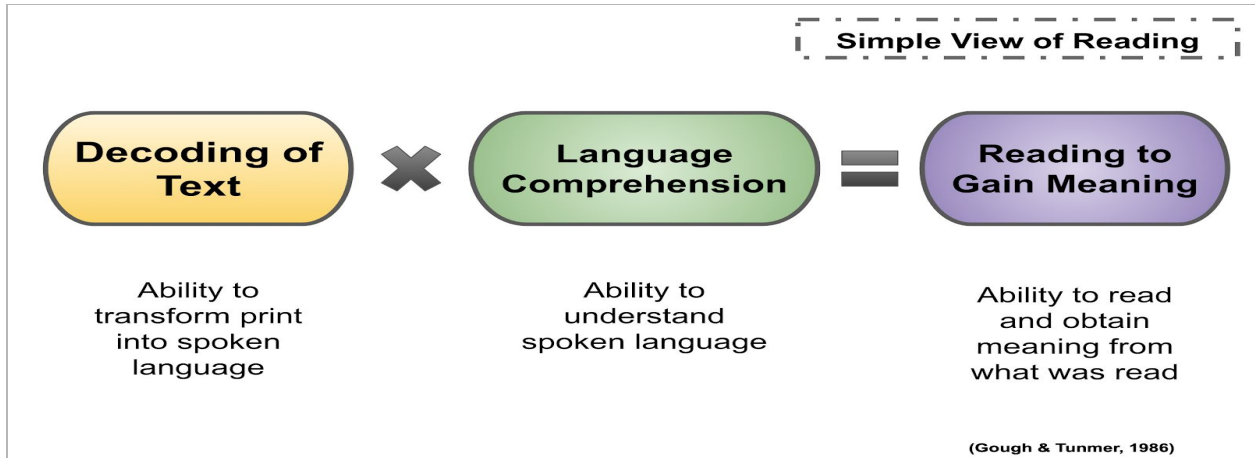
| | | | | |
|--|------|------|---|-----------------|
| GA Milestones End-of-Course Assessment (EOC) | 9-12 | O | GSE standards All content areas | 1 time per year |
| Access for ELLs | 9-12 | D, O | Reading, Writing, Speaking, Listening | 1 time per year |
| Georgia Alternate Assessment (GAA) | 9-12 | O | GSE standards All content areas | Ongoing |
| D--Diagnostic, GSE--Georgia Standards of Excellence, ORF--Oral Reading Fluency, O--Outcomes, RC--Reading Comprehension, S--Screening, V--Vocabulary, G--Growth, W--Writing, C--Conventions | | | | |

Current Data Analysis Protocol

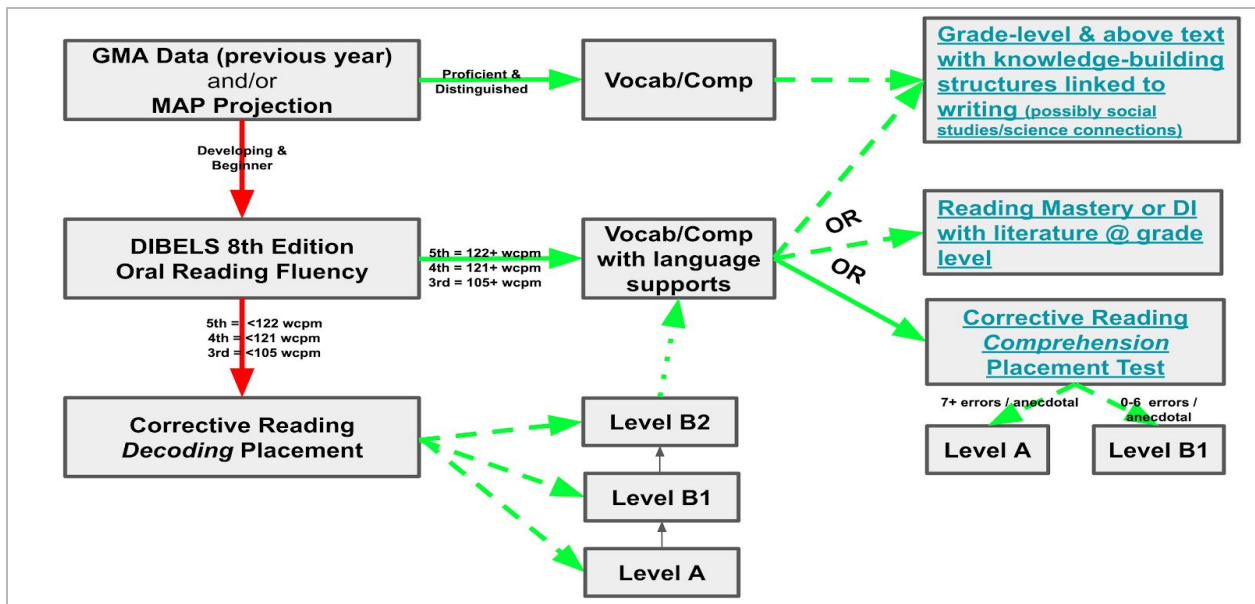
A district data team analyzes trends in state, local, and national assessments and meets monthly. Disaggregated data highlight progress within subgroups and drive district-level decision making as it relates to curriculum, instruction, personnel, and professional learning. This data team includes the Superintendent, Assistant Superintendent, district and school administrators, directors, school psychologists, and instructional coaches who work together to maintain consistent adherence to the strategic plan based on a deep understanding of a variety of data sources. Data are analyzed throughout the year as they become available. Community data are analyzed at community partnership meetings such as Family Connections. The L4GA grant budget includes estimated costs for assessments for both birth - 5 and K-12.

For example, our work with Bookworms in the elementary grades has helped to streamline efforts in regards to backward mapping and triangulating data points in alignment with the Simple View of Reading. In this way, we are able to use our GMA, MAP, DIBELS, and decoding inventory data to strategically place students in interventions while using the Tier 1 instructional time for scaffolding up to grade level. This data analysis process provides a starting point for the next phase of intensive interventions and progress monitoring of our students’

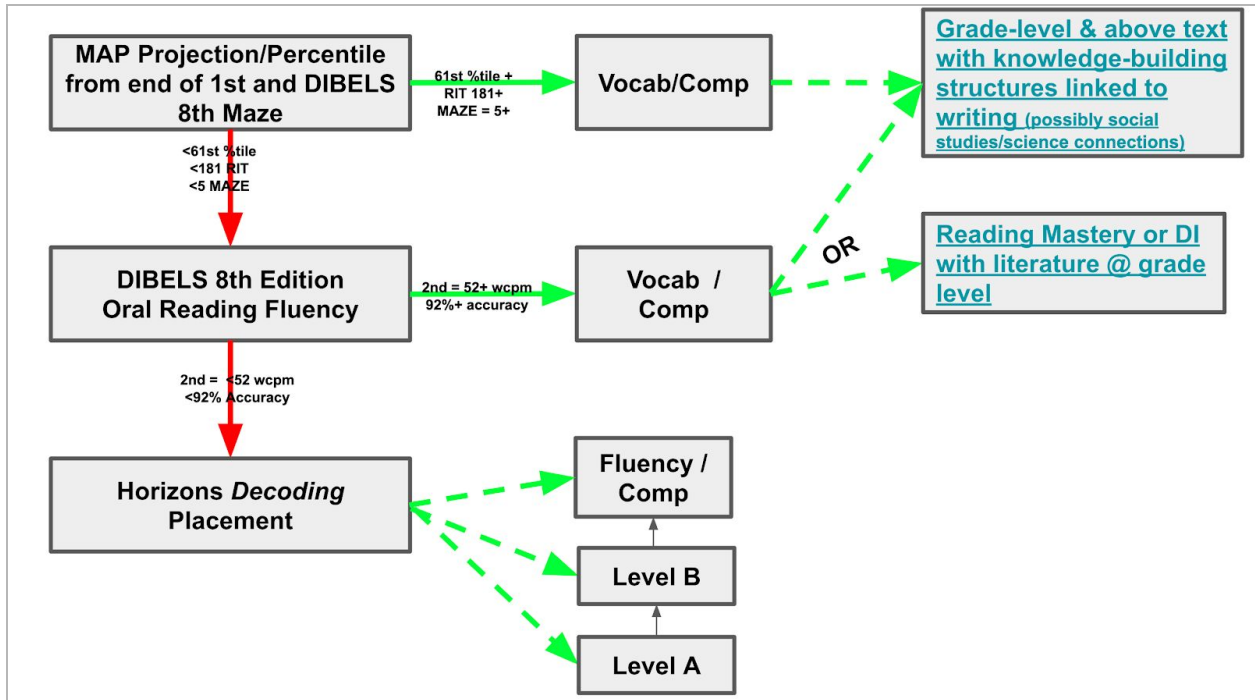
growth.



Backward Mapping with Grades 3-5



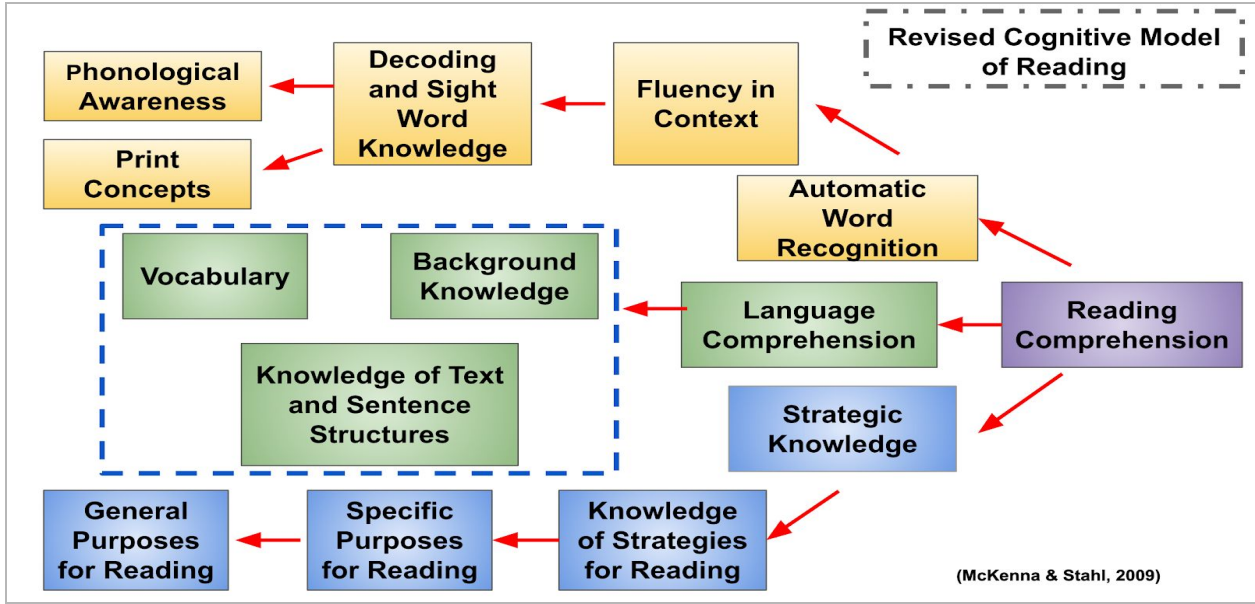
Backward Mapping with Grade 2



In planning for ways to intensify student interventions, the grant pushes us to evolve and strengthen our data analysis processes. We want to ensure the data are interpreted in the context of our deepening understanding of evidence-informed instruction. The following chart represents ways we will target these changes, looking towards sustainability and streamlined workloads for teachers and leaders.

| | |
|---|--|
| Current assessments to be discontinued | <ul style="list-style-type: none"> ● DIBELS 8th Edition ● DIBELS 6th Edition ● Easy CBM ● ESGI |
| Implementation of assessments required by the grant | <ul style="list-style-type: none"> ● PPVT, PALS, and DIBELS Next will be administered with a SWAT team consisting of district literacy coaches and retired teachers ● Houghton Mifflin Reading Inventory (RI) will coincide with the administration of MAP using student Chromebooks |
| Professional Learning needs | <ul style="list-style-type: none"> ● SWAT team training with DIBELS Next on VPort ● SWAT team training for administering PPVT and PALS ● Training teachers for administering RI in classrooms with Chromebooks ● Interpreting data |

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> Managing two computer assessment systems |
| Data presented to stakeholders | <ul style="list-style-type: none"> HC social media outlets School and Community events School newsletters Governance team and board of education meetings |
| Use of data | <ul style="list-style-type: none"> Connect to the Cognitive Model of Reading Inform instructional decisions Guide professional development Provide evidence of effectiveness of (or breakdown in) instructional system |



In addition to data points that drive instructional decisions, the following community level data (and other corresponding data points) will be monitored. All paint a picture of our community and the challenges it faces. For example, although our high school graduation rate has soared, we still lag behind in third-grade reading proficiency. Language access in early childhood, connections with community partners, and services that support the health of the whole child are greatly needed. This grant secures the opportunity to bring these partners to the same table in the service of our county’s children.

| Area of Interest | Haralson County | State |
|-----------------------------------|-----------------|-------|
| Unemployment Rate (Dec 2019) | 2.8% | 3.2% |
| Children Living in Poverty (2017) | 22.5% | 21.5% |
| Kids ages 3-4 in Preschool (2018) | 83.2% | 59.7% |

| | | |
|--|-------|-------|
| Low-Income Kids ages 3-4 in Preschool (2018) | 41.7% | 49.2% |
|--|-------|-------|

Program:

- Babies Can't Wait
- Childcare and Parent Services
- Children 1st
- Georgia's Pre-K
- Head Start

Children Enrolled in Various Programs by Counties

| | | | | | | | |
|----------|-----------|----|-----|-----|----|----|-------|
| Haralson | 2016/2017 | 66 | 239 | 572 | 72 | 82 | 1,031 |
| | 2017/2018 | 69 | 266 | 593 | 66 | 70 | 1,064 |



Of every 20 children ages 0-5 in Haralson County, Georgia, **9 are economically disadvantaged, including 4 living in poverty.**⁶

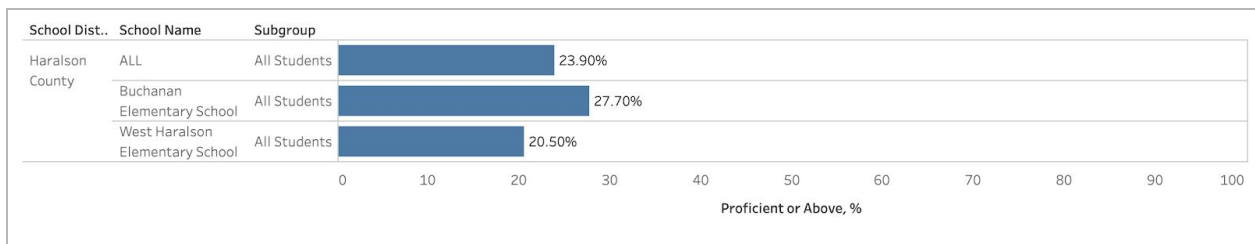
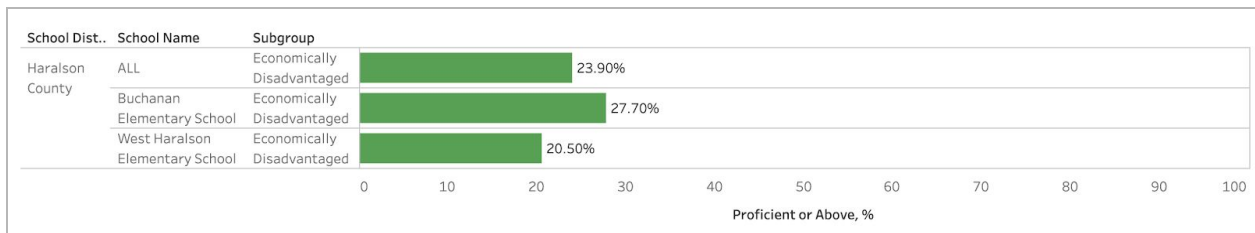
Section 3: Needs Assessment and Root Cause Analysis

Haralson County School District has shown a fairly stable trend in ELA and Reading achievement over the past five years, but lags behind the average for our RESA and the state. We need to improve literacy achievement for all students at all grade levels. Haralson County Schools are making strides on aligning all elementary schools to the science of reading evidence-informed instruction. The county has added a District Literacy Squad of instructional coaches to provide support and professional development for all schools to assist teachers in supporting all students. The district needs to continue to align its Tier 1 literacy instruction and ensure implementation fidelity, and look for additional ways to support Tier 2 and Tier 3 students. Research supporting all data analyses below is contained in Appendix A.

Grade 3 GMA ELA 2018-19 Proficient and Above by Subgroup

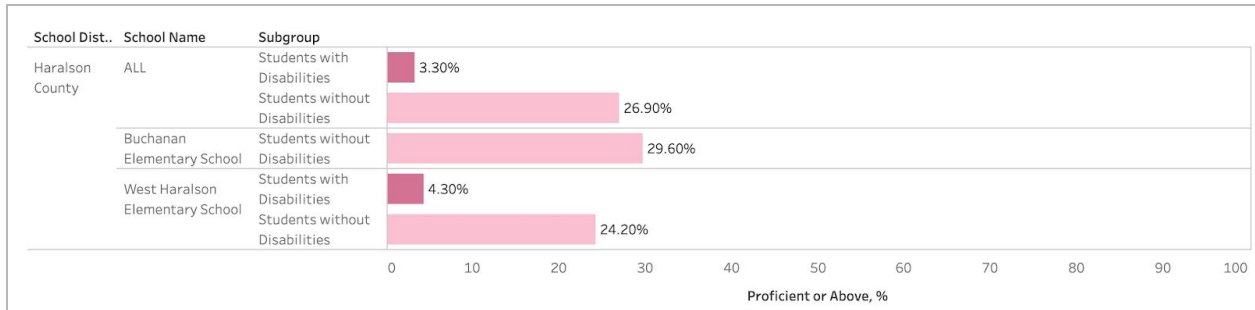
Economically Disadvantaged versus All Students

Our students are all economically disadvantaged (100%). Since poverty impacts achievement, we must work in ways that a body of empirical evidence has shown holds the greatest possibility for growing independent and proficient readers, writers, thinkers, and learners.



Students WITH Disabilities versus Students WITHOUT Disabilities

Students with disabilities lag behind their nondisabled peers. We must provide targeted and intensive literacy supports to help all students read proficiently.

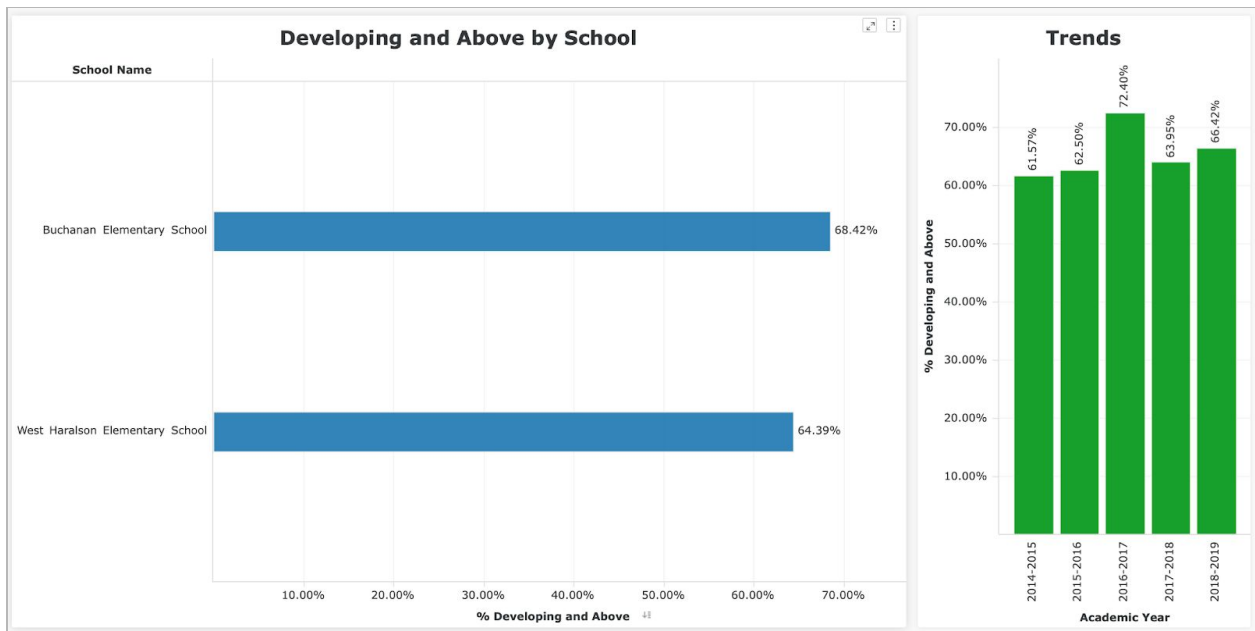


**At Buchanan Elementary School 0 students with disabilities scored proficient or above; therefore, there is no bar for this subgroup.

2018-19 Grade 3 Profile

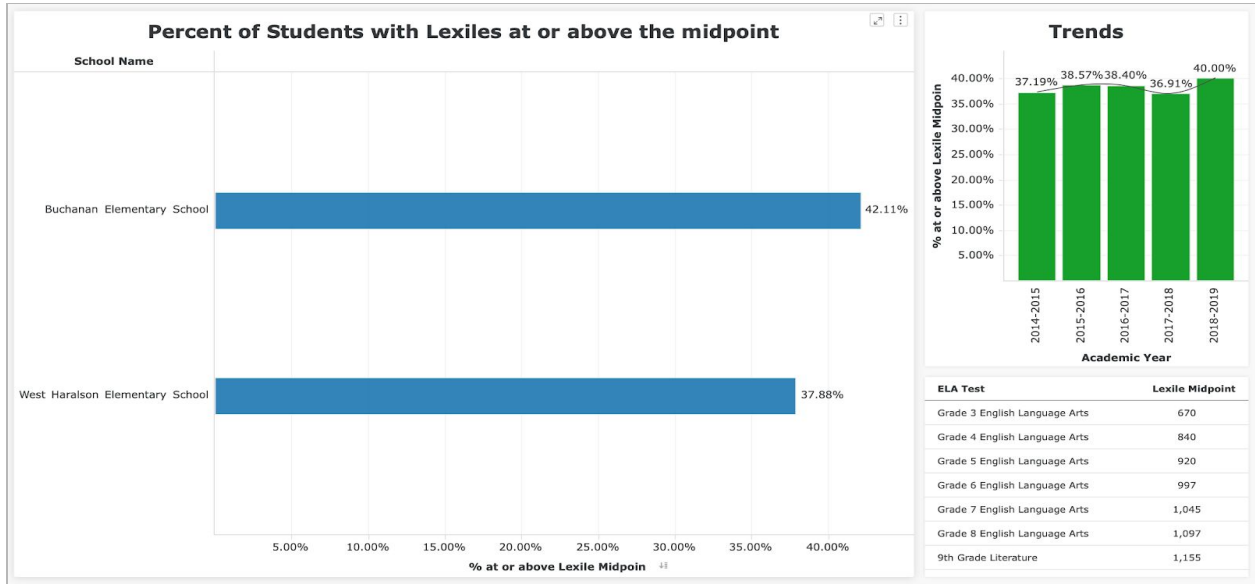
Developing and Above

At least 1/3 of our third graders are not progressing towards proficiency. While intensifying our efforts to boost these students' reading abilities, we have a real opportunity with the *developing* learners. A body of empirical evidence encourages the use of challenging grade level text with scaffolds, while ensuring students' foundational skills are intact, as evidenced by oral reading fluency.



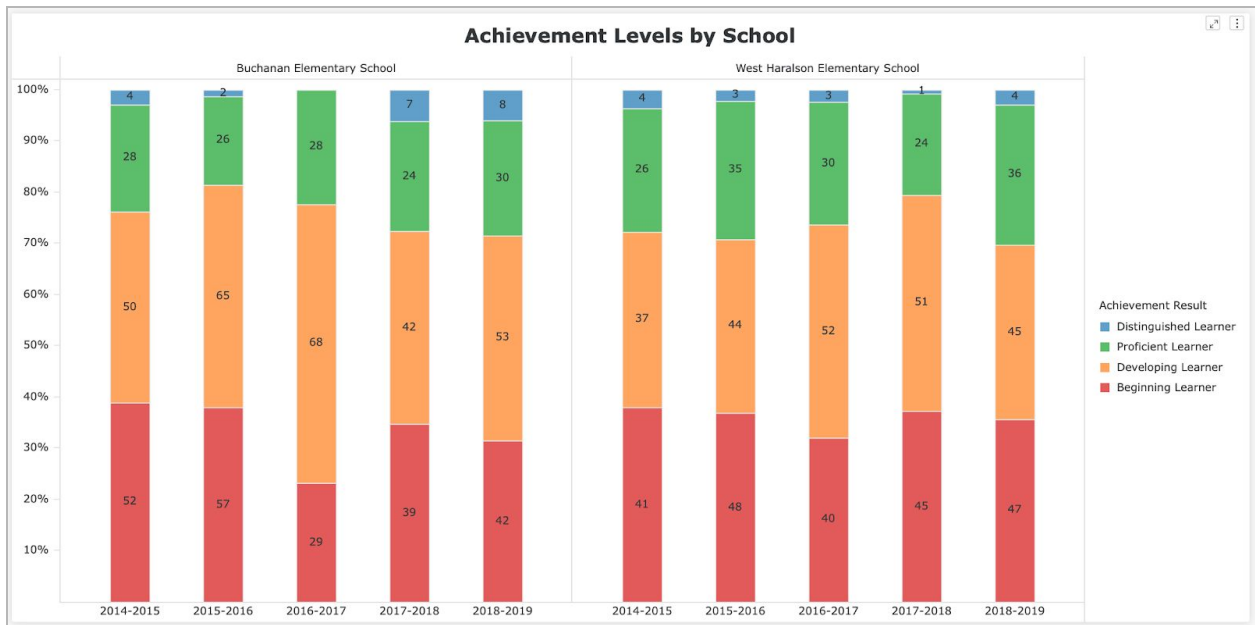
Lexiles at Midpoint and Above

Sixty percent of our third graders are not proficient readers. This data point removes the influence of writing and language standards from GMA results, isolating our reading proficiency embedded in the data.



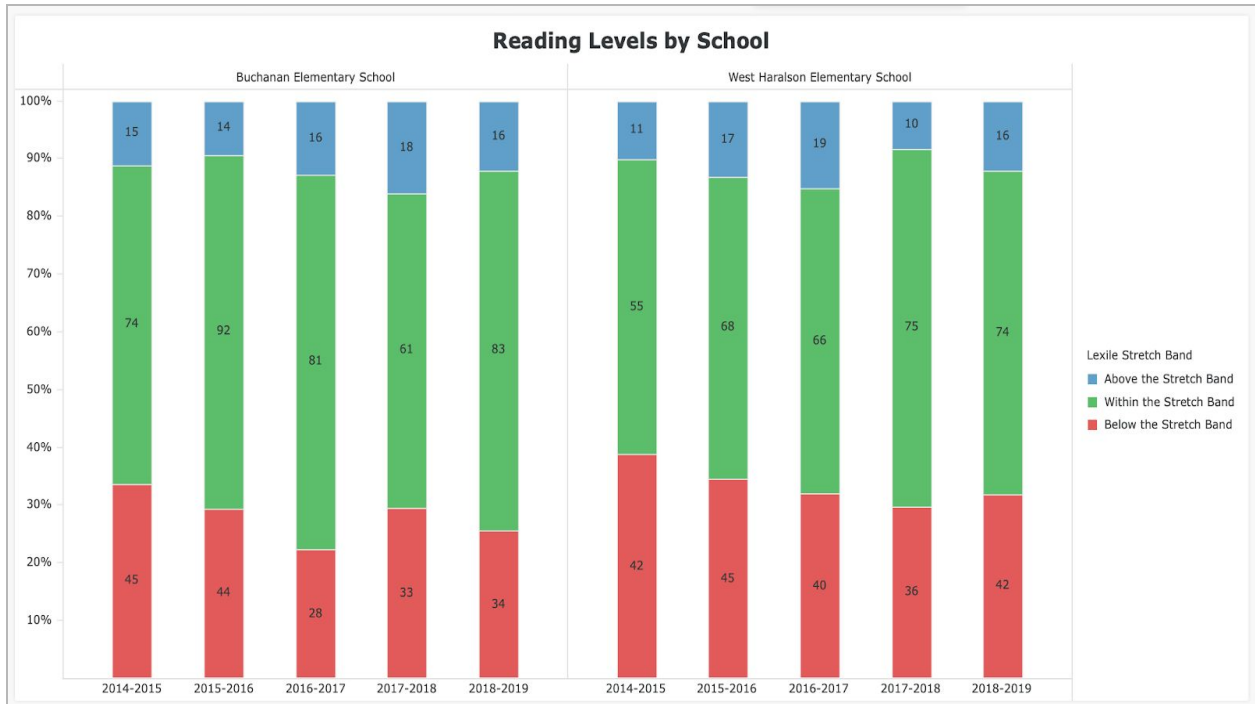
Achievement Level Trends

The bulk of our third graders are *beginning* and *developing* learners, and the trends are relatively flat.



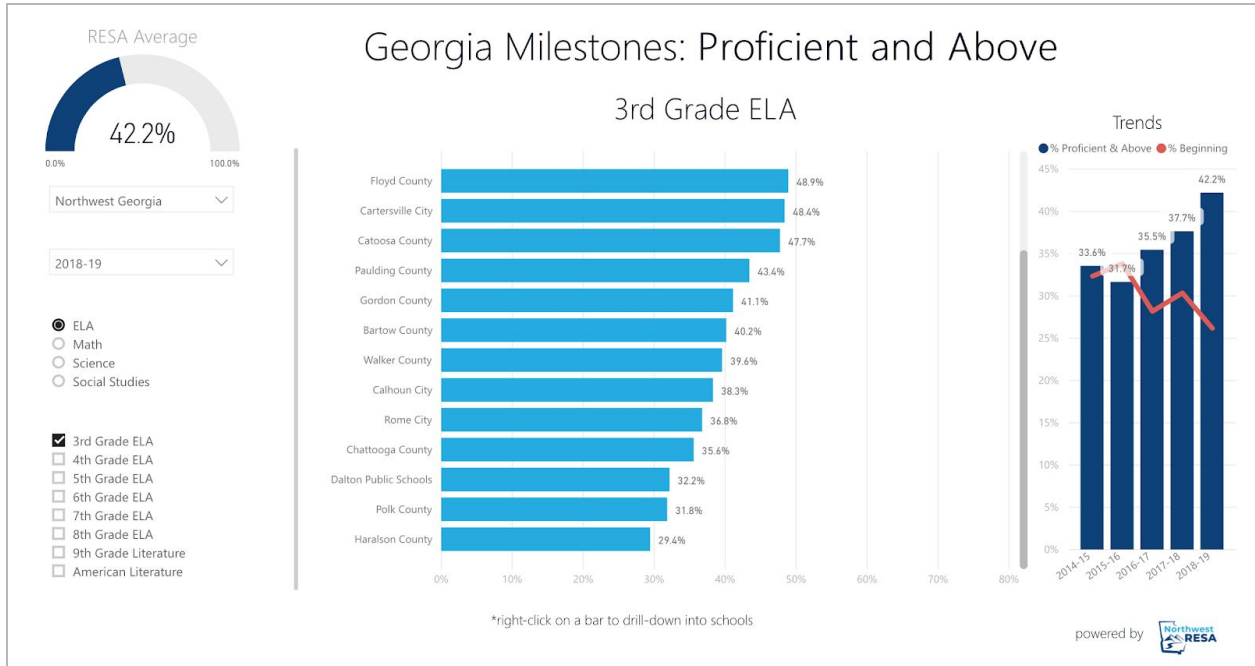
Reading Levels

At least ⅓ of our third graders struggle to meet the academic demands of grade level work as they independently grapple with grade level complex texts as the standards mandate.



RESA Ranking--Grade 3 2018-19

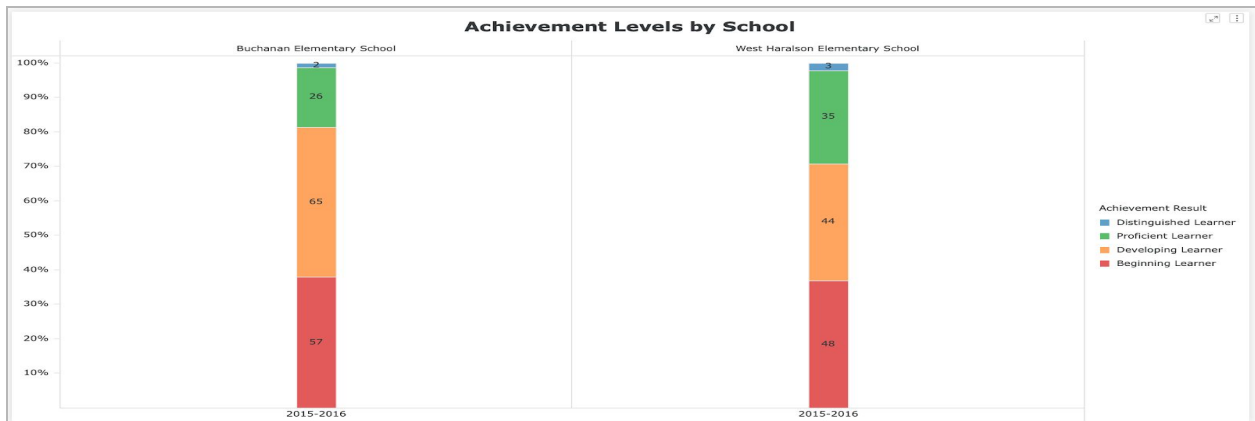
Even within Northwest Georgia RESA, our third graders (and every other grade level including the district at large) hovers at the bottom. Proficiency has trended upward in the last five years, and a decrease in *beginning* level learners is apparent.



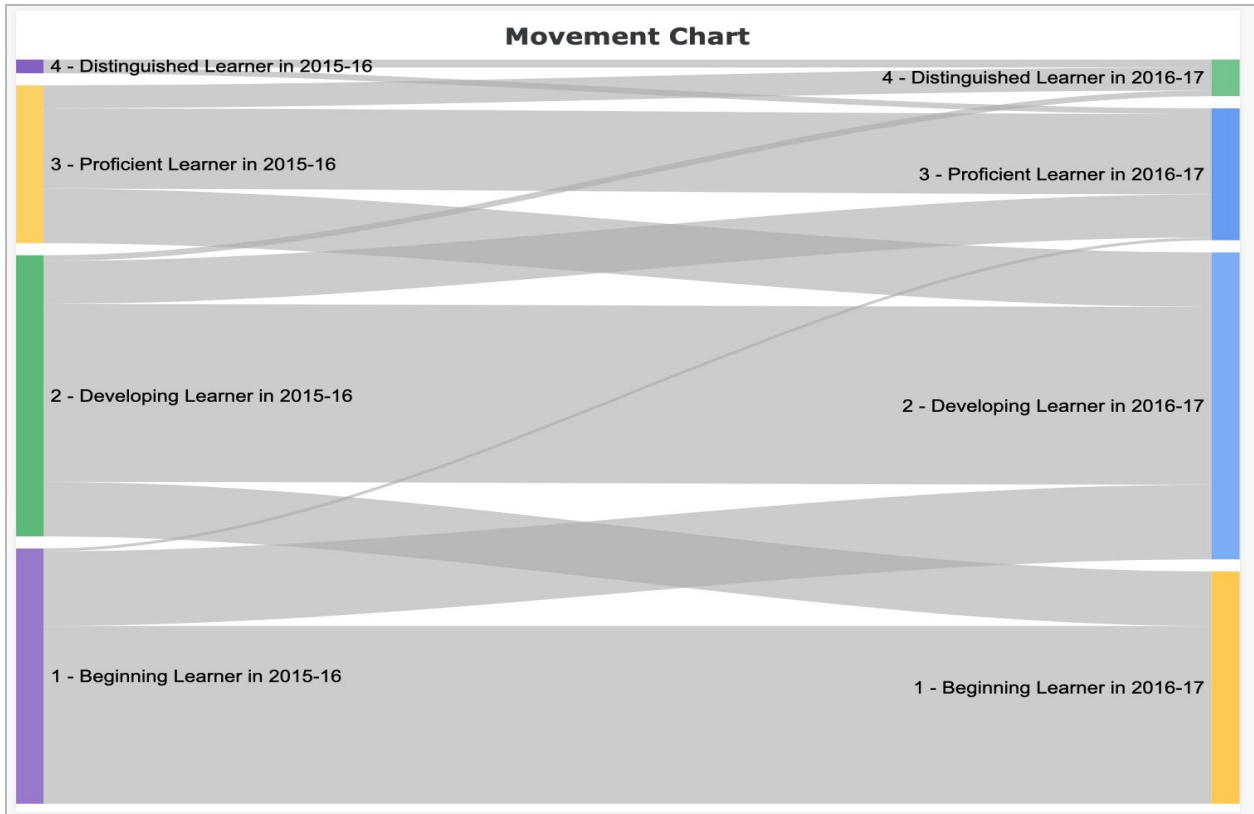
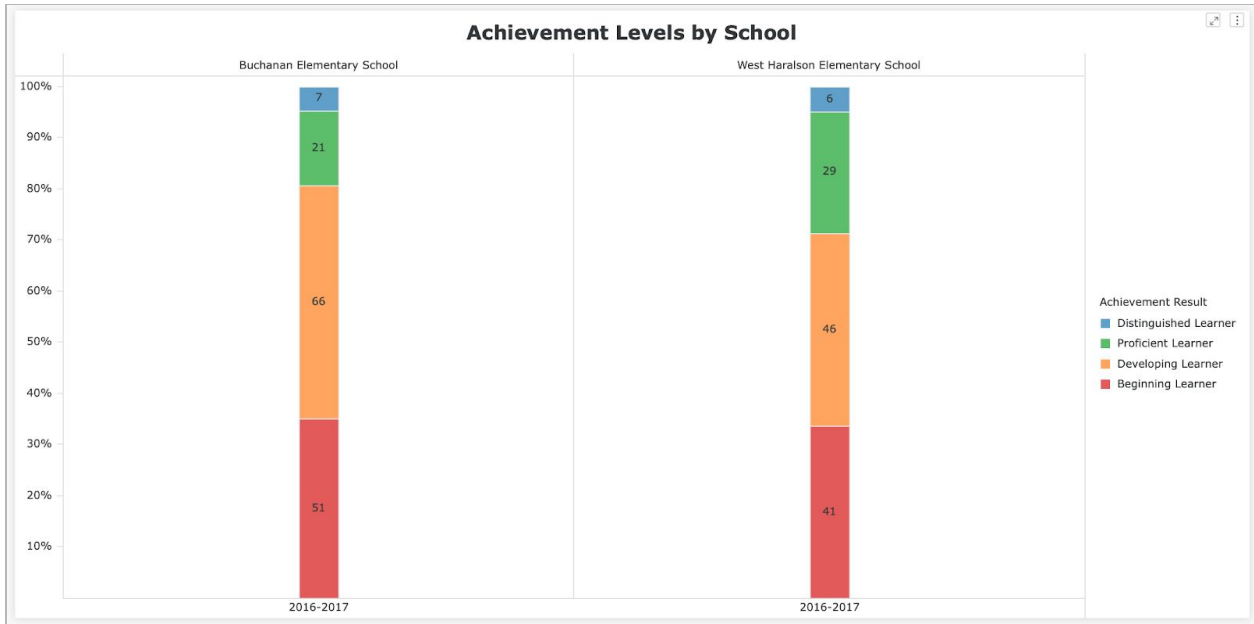
2015-16 Cohort--3rd to 6th Grade

By following this cohort over a four year period, we see the 2015-16 third graders continue to struggle year after year. This is consistent with research that links back to achievement in first grade. About 75% of struggling readers in grade one are still classified as struggling readers in grades 3, 5 and 8. Achievement Level movement data echo the same statistics. With this 3rd grade cohort, sixty-five percent of students remained in the same achievement level from year to year. About 20% increased one level, and about 15% decreased.

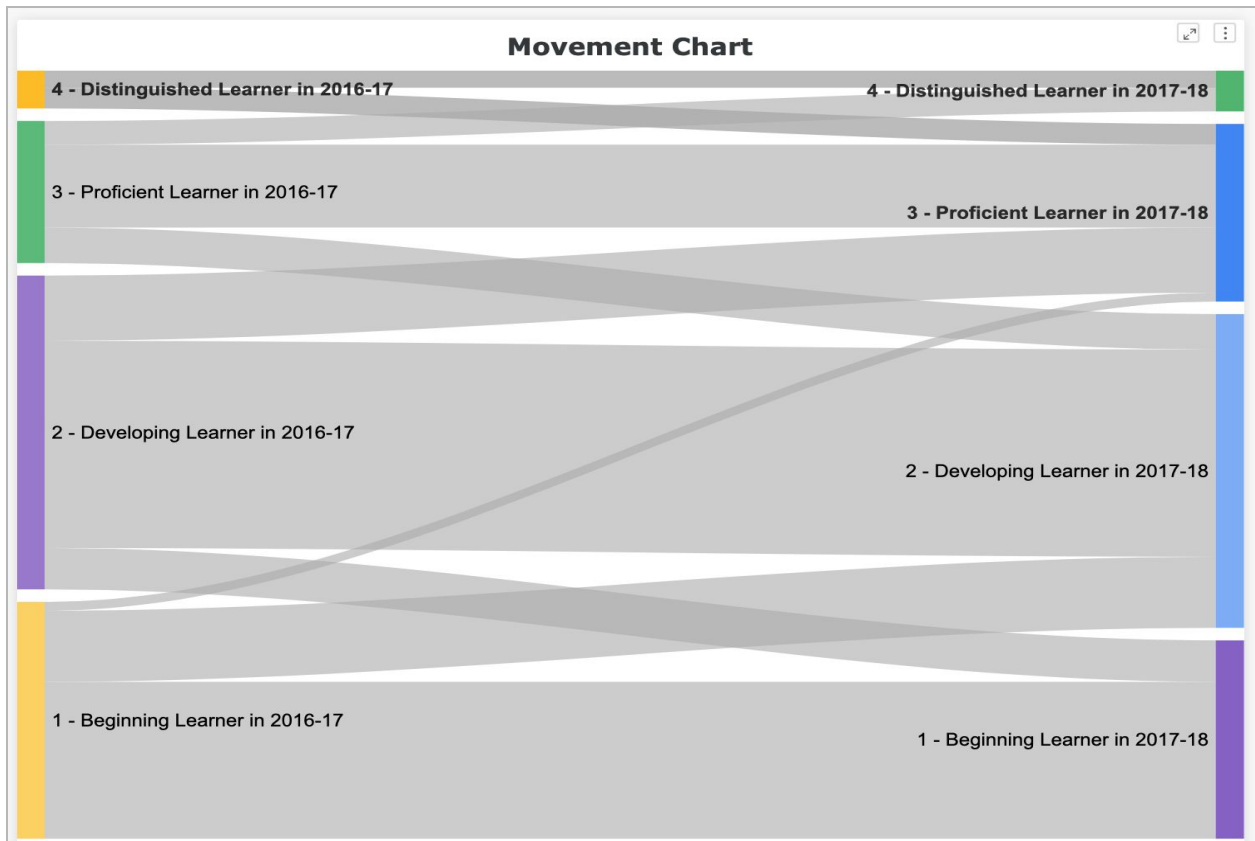
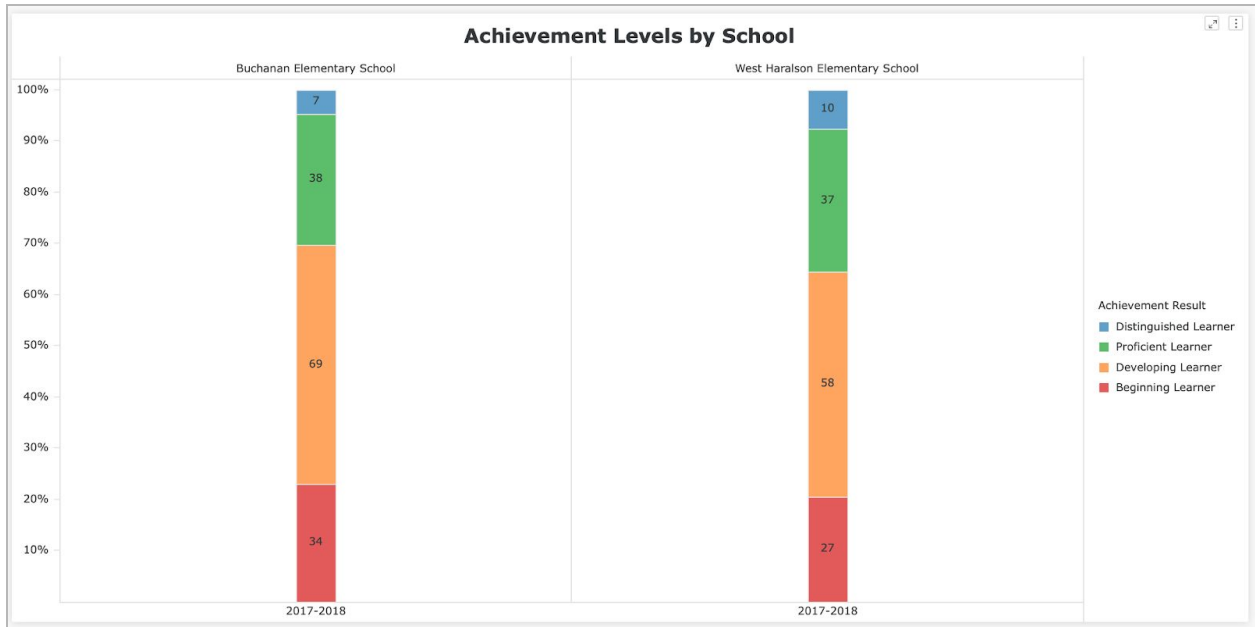
2015 Cohort as 3rd Graders



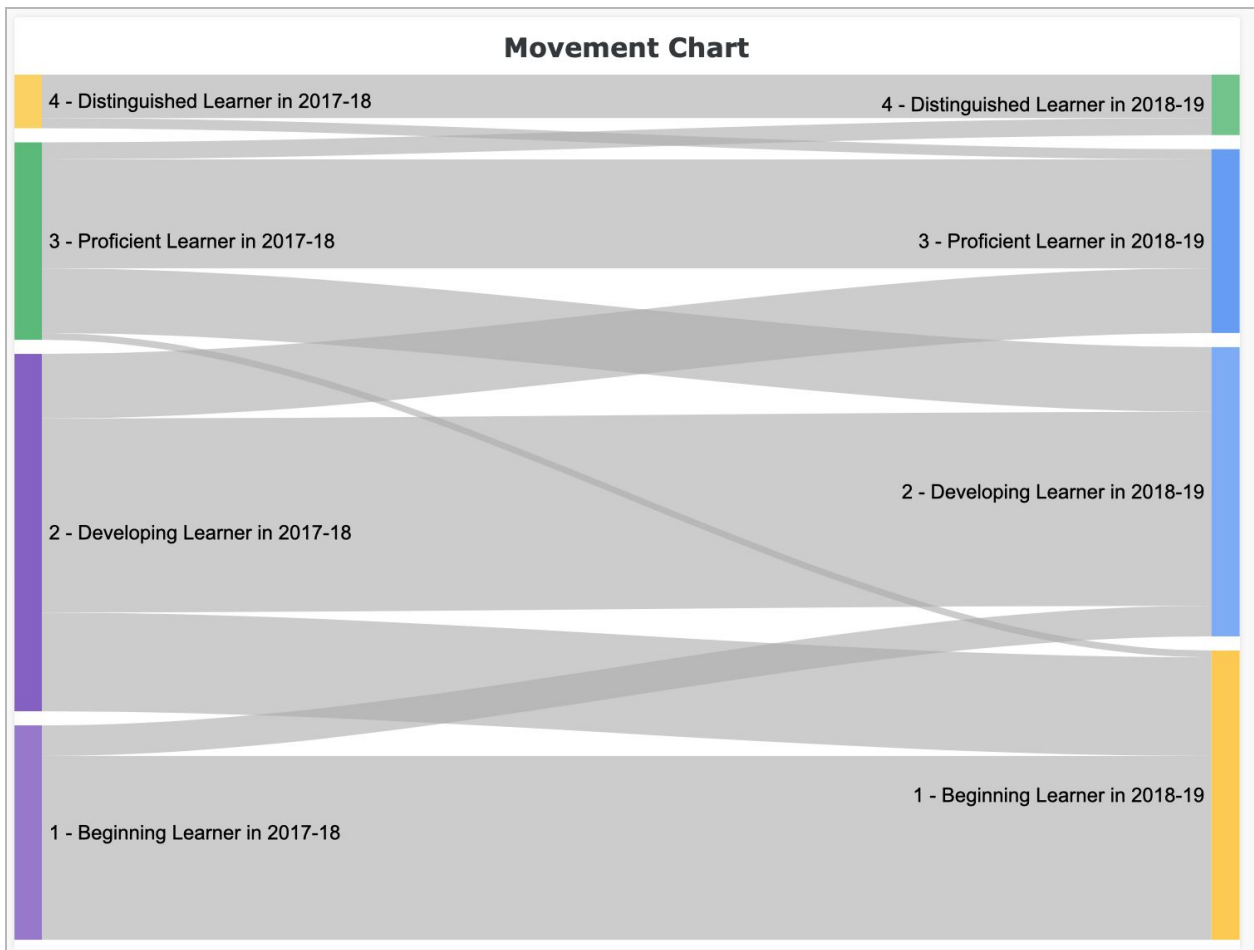
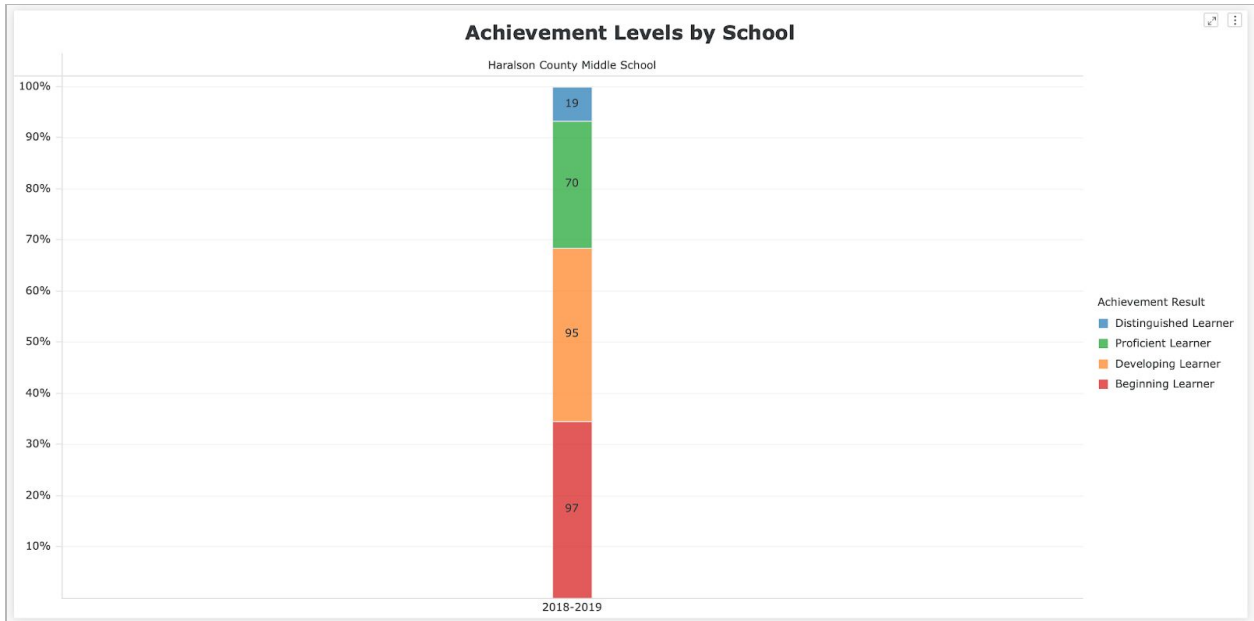
2015 Cohort as 4th Graders



2015 Cohort as 5th Graders



2015 Cohort as 6th Graders



Description of Needs Assessment

HCSD used multiple data points from our achievement data, including Georgia Milestones Assessments (GMAS), NWEA Measures of Academic Progress (MAP), DIBELs, Get GA Reading, and Kidscount to identify possible root causes. HCSD used the process of triangulation to identify high need areas. This analysis included (1) analyses of our school and district improvement plans through our CNA process, (2) Georgia Literacy Plan Needs Assessment for Literacy, and (3) GA Milestones outcomes. District staff distributed the needs assessment to administrators, literacy committee members, and community partners. Our annual CNA process includes analysis of state and local assessments, stakeholder surveys, and analysis of progress toward our strategic plan and improvement goals. Community input was collected at meetings and open forums through school governance teams and Title I meetings. Literacy committees with members from all schools meet regularly to analyze data from grade level teams and/or departments. The district integrated the school and community partner needs assessment data and disaggregated it into three areas: Birth to 5, elementary, and secondary. Areas below on the assessment were identified as a “Need” if most schools fell within Emergent or Not Addressed:

Birth to 5

- A plan to ensure smooth transitions from one school or agency to another.
- A plan to connect families to schools and childcare entities.
- An infrastructure for full implementation of screening and diagnostic assessments.
- An infrastructure for effective screening tools and interventions for Pre-K.
- Increase professional learning opportunities and resources in the development of early literacy for parents and community partners to all populations/areas is offered.

Elementary

- Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.
- Community organizations and agencies will meet to develop learning supports to complement literacy instruction.
- Teachers develop a plan for writing instruction across all subject areas using a variety of evidence-informed resources depending on grade level and content area.
- RTI Intervention is monitored regularly to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier 2 and Tier 3 have not yet been consistently implemented.
- School, student, and classroom data are analyzed to determine if social/emotional/behavioral supports are needed.

Middle and High School

- Content area teachers consistently incorporate one of following: academic vocabulary; narrative, informative, and argumentative writing; and the use of discipline-specific text structures.
- Daily Schedule includes 90-120 minute literacy block, but does not include any of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.
- Some staff members access data and follow protocols for making decisions on instructional needs of students. Staff have difficulty in obtaining data for making decisions on the instructional needs of students.
- RTI strategies are monitored regularly to ensure that interventions occur regularly and are implemented with fidelity. Requirements for Tier 3 interventions have not yet been determined.
- Students receive direct, explicit instruction in reading and writing
- Teachers are not intentional in efforts to develop and maintain interest and engagement as students progress through school.
- New teachers to the profession are not coming prepared to teach all aspects of literacy instruction.

Through our annual comprehensive needs assessment, strategic planning process, and literacy squad collaboration with school and community stakeholders, several needs were identified using the needs assessment rubric. The following priorities were identified through this needs assessment process:

1. Consistent and effective Tier 1 instruction in literacy
2. Response to Intervention (RTI) processes
3. Engaged leadership
4. Supporting infrastructure for literacy instruction
5. Community organizations and early literacy providers

Past Instructional Initiatives

| | |
|---|-------------------------------|
| Non-Negotiable Practices for High Achievement | Assessment Driven Instruction |
| Response to Intervention (K-12) | Technology Integration |
| Content Specific Professional Learning in ELA, Reading, Math, Science, and Social Studies | |

Current Instructional Initiatives

Our current district and school improvement plans have several goals focused on literacy instruction. These practices and the HCSD mission, vision, and beliefs drive the purpose and focus of instruction. Below are current instructional initiatives. Several of these are in the emergent stages.

| | |
|---|--|
| Bookworms: Reading and Writing Curriculum (K-5) | Google Classroom (K-12) |
| GELDS (PK) | High Scope (ages 3-5) |
| Direct Instruction for reading intervention (K-6) | Positive Behavior Intervention System (PBIS) (K-12) |
| Orton-Gillingham for intervention (K-5) | Technology integrated into instruction through one-to-one devices (3-12) |
| Thinking Maps (K-12) | Content integration through informational texts (6-12) |

Community and Family Engagement and Empowerment

Schools receiving Title I funds provide various family engagement events. HCSD partners with local agencies to provide additional support for families in the following ways:

- HCSD community liaison to support Haralson Family Connections Coalition.
- P-20 liaison meets with the NWGA P-20 collaborative twice a year to resolve common issues facing school systems and higher education institutions related to preparing the next generation of teachers.
- District Literacy Committee is a collaborative effort to align district literacy initiatives and analyze data for PreK-12 and works with the community literacy committee to support parents, daycare centers, and local librarians in supporting literacy birth-5.

Engaged Leadership

- Monthly district leader meetings are held with assistant principals on one day and principals the following day.
- Aspiring Leaders Academy was established to identify and grow future leaders.

Positive Learning Environment

- The following strategies are being utilized in our schools for Social and Emotional Support: PBIS and Social, Emotional, Engagement Knowledge and Skills (SEE-KS).
- Schools monitor climate ratings as a means to gauge positive learning environment.

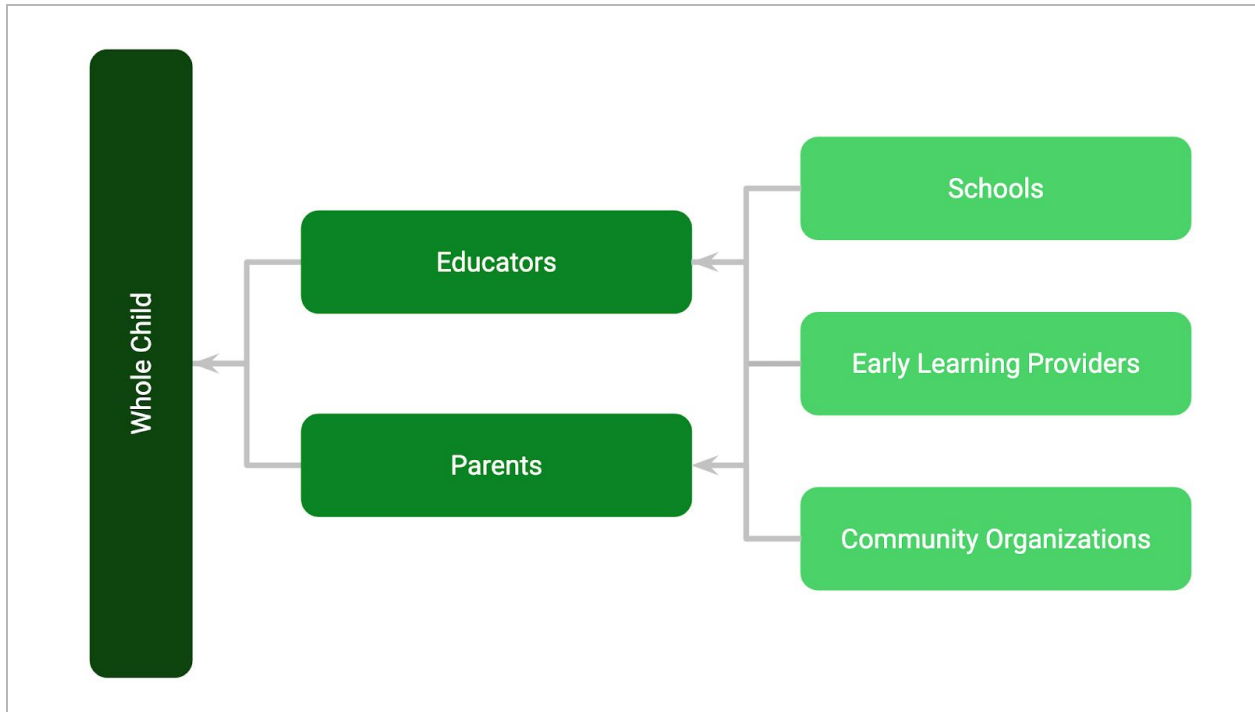
Professional Capacity

- Professional Learning (PL) is conducted at the district and school levels. All professional learning is designed in collaboration with school leaders and based on assessment and survey data. Needs are noted in the district and school improvement plans and PL is delivered and monitored.
- HCSD provides access to cohorts for certification training and endorsements (i.e. TAPP, Gifted, Reading, Math...) through partnerships with RESA and local universities.

Other Supports for the Whole Child and Well-rounded Education

- Through the strategic plan process, all administrators, faculty, and staff continually examine district and school level initiatives to ensure an interconnected systems framework which supports the whole child.
- The district uses the CNA to identify individual school needs and uses local, state, and federal funds to ensure that only evidence-based, high quality strategies are implemented through RTI, PBIS, and literacy committee initiatives.
- We access our community network and resources to support the physical, mental, and cognitive health of our students at all levels.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed



Through the data and root cause analysis process, the district has identified five goals by culling a variety of data points, administering the Literacy Comprehensive Needs Assessment, and consulting a body of empirical evidence that maps best practices in growing independent and proficient readers, writers, thinkers, and learners.

Goal 1: Continue designing, organizing, and fully implementing an evidence-informed, school-wide, Tier I instructional unit that includes both ELA and content area literacy.

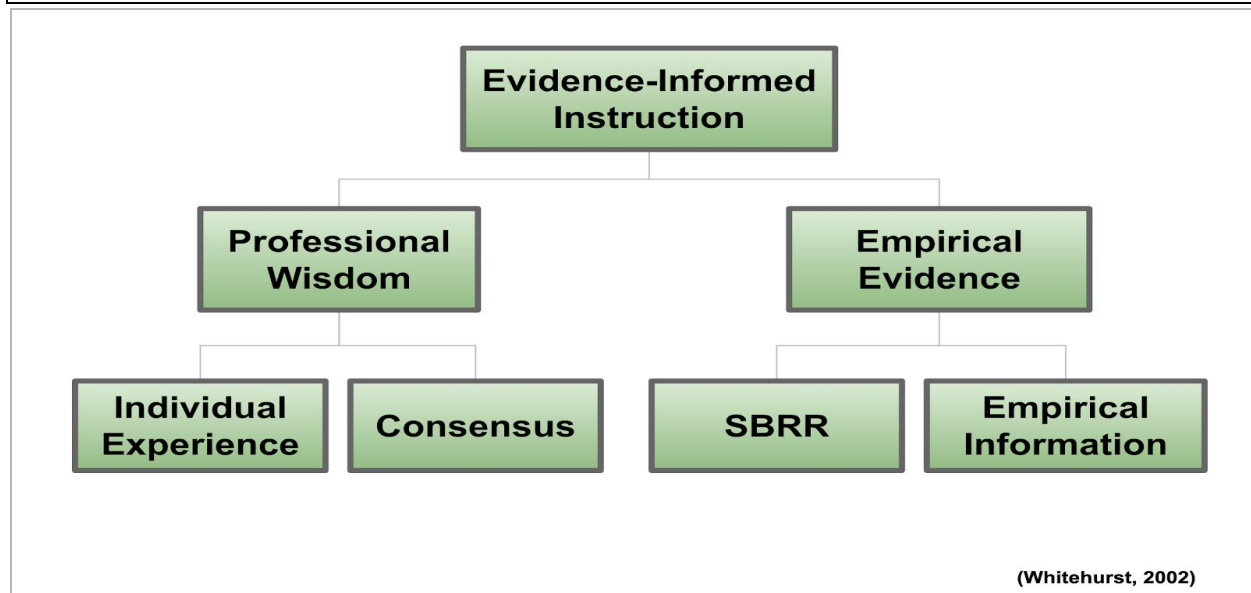
Needs assessment support (Literacy Needs Assessment)

- Although an evidence-informed ELA program for core instruction for K-5 was adopted in the 2017-2018 school year, qualitative and anecdotal data show implementation is sporadic, and the research underpinnings are poorly understood by teachers and leaders. (Building Block 5b and 6b)
- In our secondary schools, best practices in literacy instruction are in varying stages of effectiveness, often lacking a coherent focus to undergird increased student literacy outcomes and school improvement efforts. (Building Block 4a-d)
- Disciplinary, or content area, literacy is not yet optimized in all classrooms although periodic attempts to incorporate elements of literacy have occurred. (Building Block 1d-e and 2a-b)
- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)
- Our primary core programs focus on building foundational skills in word level reading

and language comprehension; however, where the provided resources are underutilized, student literacy growth and achievement stagnates. (Building Block 4a)

| Action Steps | People Responsible | Measures for Success |
|--|--|--|
| <p>Provide PL Opportunities:</p> <ul style="list-style-type: none"> ● LETRS ● Bookworms 2.0 ● Teaching with Complex Texts ● Disciplinary Literacy Literacy Pedagogical Toolbox ● Writing Across the Disciplines ● Direct Instruction and the Role of Cognitive Science in Disciplinary Literacy ● Language nutrition PL for parents and community providers (B-5) <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Establish Professional Learning Communities (PLCs) to organize the school improvement cycle</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for peer observation and virtual coaching</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>District Leaders</p> <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers</p> <p>Birth-5 providers</p> | <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● WIN Plans ● <i>Horizons</i> Mastery Tests ● <i>Corrective Reading</i> Mastery Tests ● DIBELS Next ● <i>Achieve the Core</i> Common Mini-Assessments ● MAP RIT ● MAP Lexiles ● RI ● GMA |

| | | |
|---|--|---|
| Train CTAE teachers through UWG partnership | | <ul style="list-style-type: none"> • GKIDS 2.0 |
| Assets needed/used: <ul style="list-style-type: none"> • (See Appendix B) | | |
| Research: <ul style="list-style-type: none"> • (See Appendix B) | | |

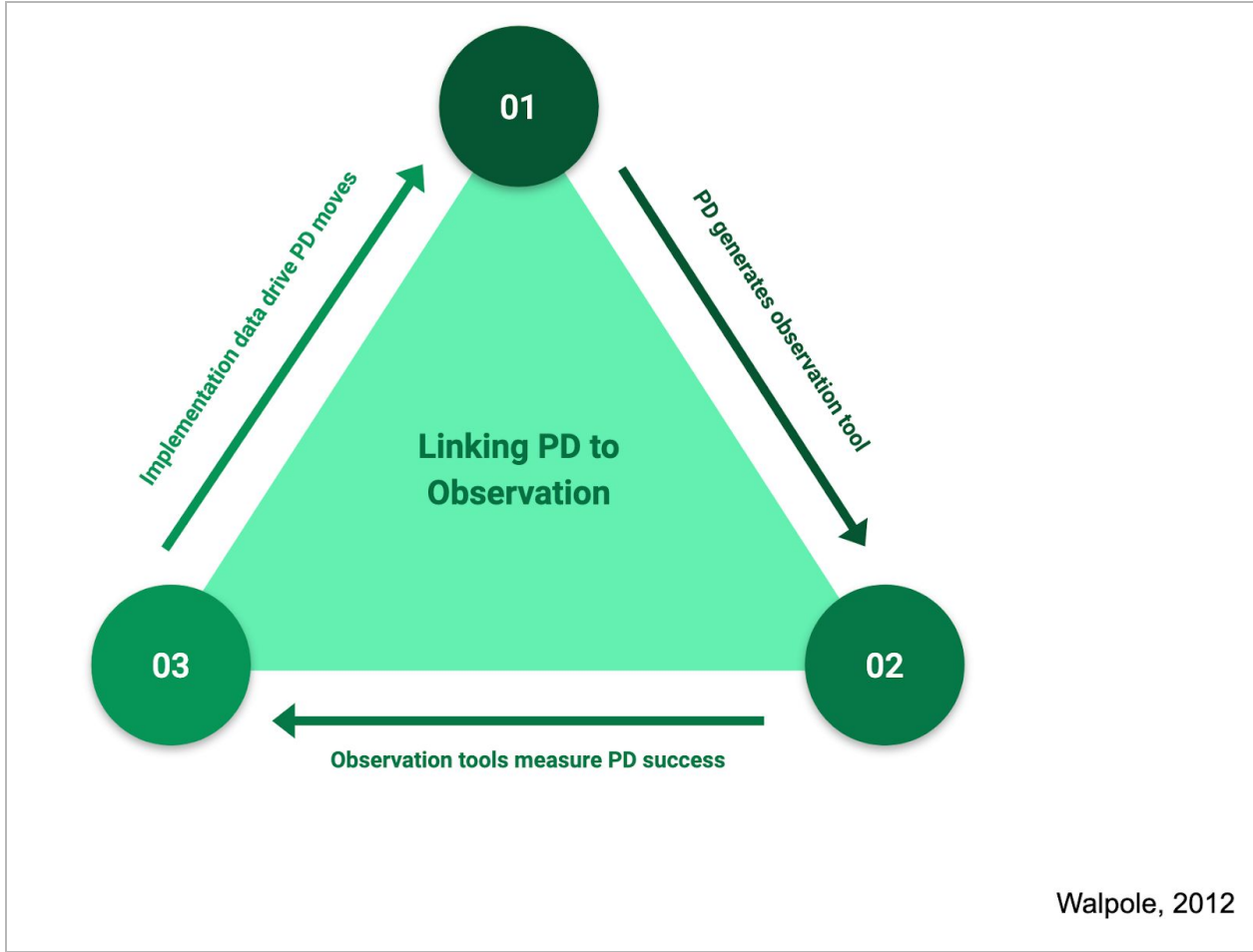


Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions through a cohesive RTI process.

- Needs assessment support** (Literacy Needs Assessment)
- As Tier 1 becomes more solidified across the district in all classrooms and disciplines, Tier 2 and Tier 3 can transform into the layered instructional support that increases in intensity. (Building Block 5a-d)
 - Clearly defined instructional practices for all tiers of intervention are emerging.
 - Training teachers to specialize in specific Tier 3 interventions and specially-designed instructional practices is a prioritized need.
 - Tapping parent involvement as part of a layered intervention approach has never been addressed in a systematic way in Haralson County, although a high percentage of parents attend school academic functions. (Building Block 1f)
 - Triangulating multiple data points through the deepening understanding of the science of reading ranks as a high priority. (Building Block 5d)
 - Our most advanced / gifted students also require accelerated content as we look to increase the percentage of students designated “distinguished learner” on GMA. (Building Block 4c-d)
 - We assessed the need of building an ever increasing knowledge-base in evidence-informed practices around intervention models.

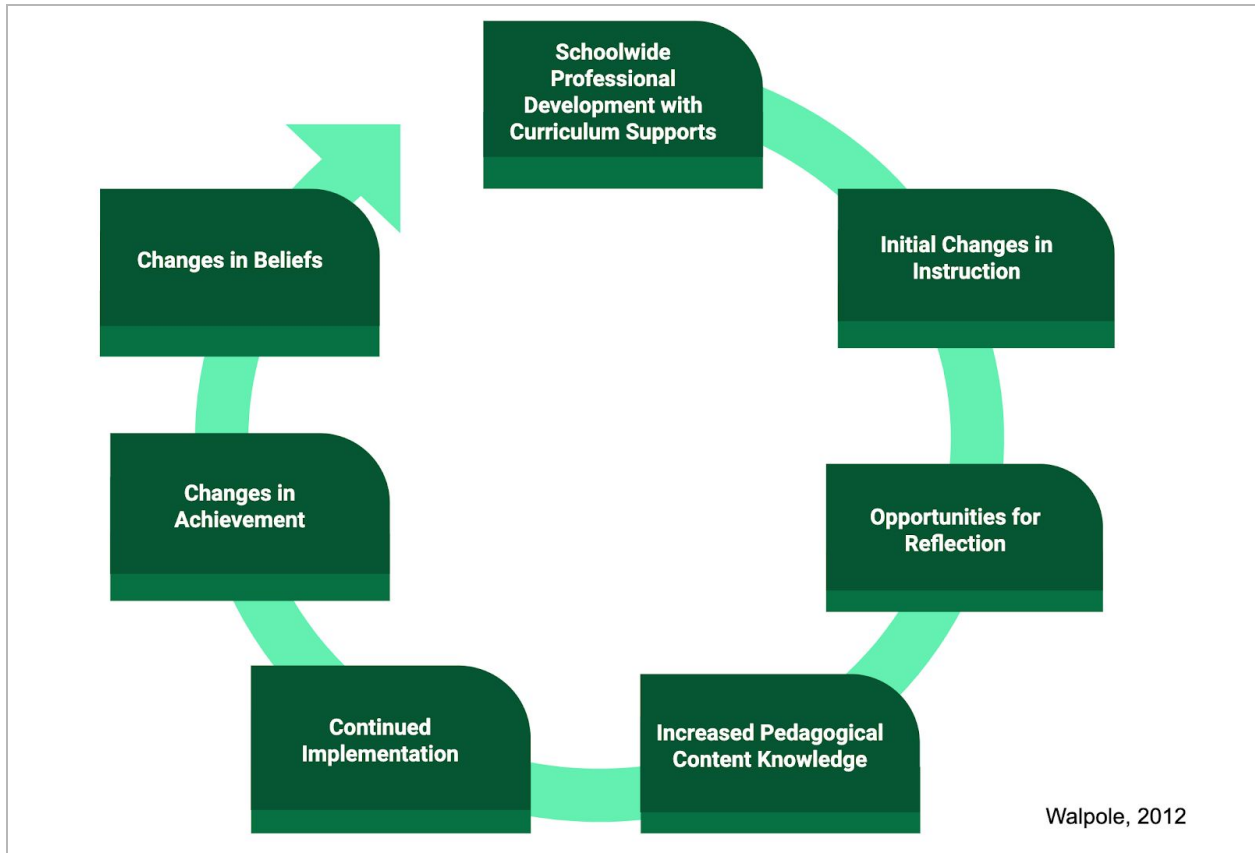
| Action Steps | People Responsible | Measures for Success |
|---|--|--|
| <p>PL Opportunities for Interventions in:</p> <ul style="list-style-type: none"> ● Oral Language Comprehension ● Phonemic Awareness ● Phonics / Decoding / Oral Reading Fluency ● Acceleration ● Written Expression <p>Identify teachers for specialized training in intensive interventions</p> <p>Structure schedules in ways that allow for targeted instruction</p> <p>Design and organize parent involvement events</p> <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Bring general education, special education, RTI, Title, EIP, ELL teachers, as well as SLPs and para-professionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation</p> <p>Design a cohesive system of RTI for prekindergarten to support struggling learners before kindergarten</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> <p>Prekindergarten teachers and administration</p> | <p>Parent surveys</p> <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● PAST ● Common Core Early Language Screener ● Progress Monitoring probes with specific intervention programs ● <i>Horizons</i> Mastery Tests ● <i>Corrective Reading</i> Mastery Tests ● DIBELS Next ● <i>Achieve the Core</i> Common |

| | | |
|---|--|---|
| | | Mini-Assessments <ul style="list-style-type: none"> ● MAP RIT ● MAP Lexiles ● RI |
| Assets needed/used: <ul style="list-style-type: none"> ● (See Appendix B) | | |
| Research: <ul style="list-style-type: none"> ● (See Appendix B) | | |



| |
|---|
| Goal 3: Engage leadership in the acquisition of knowledge and deep understanding of the science of reading and its corresponding pedagogical structures. |
| Needs assessment support (Literacy Needs Assessment) <ul style="list-style-type: none"> ● Continue efforts to expand knowledge in the science of reading and pedagogical practices that align with this knowledge base. (Building Block 1a-d) ● Shift school culture, supporting teachers as they accept responsibility for literacy |

| instruction across the disciplines. (Building Block 1d-e) | | |
|--|--|--|
| Action Steps | People Responsible | Measures for Success |
| Participate in PL opportunities: <ul style="list-style-type: none"> ● GAEL L4GA Leadership Institute ● Comprehensive Reading Solutions ● <i>Cracking the Common Core</i> ● Open Up Resources ● LETRS ● Shanahan on Literacy ● <i>Writing Revolution</i> ● <i>Powerful Teaching</i> ● Lesson Planning Templates ● Collaborative Planning Session Templates ● Disciplinary Complex Texts / Text Sets ● ELA Complex Texts ● Language nutrition activities and PL for parents Design lesson planning / PLC templates | District Leaders District Literacy Coaches Principals Assistant Principals HC District Support System Representatives Teacher Leaders Birth-5 administration | Administrator articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading Artifacts from PLCs, PLs, coaching conversations, lesson plans, team logs, walk throughs R-TFI documents |
| Assets needed/used: <ul style="list-style-type: none"> ● (See Appendix B) | | |
| Research: <ul style="list-style-type: none"> ● (See Appendix B) | | |



Goal 4: Further develop the supporting infrastructure for the evidence-informed, instructional practices implemented in classrooms across the district and among community providers.

Needs assessment support (from Four Domains of Rapid School Improvement an Implementation Framework)

- Prioritize improvement and its importance. (Turn Around Leadership)
- Set clear performance expectations. (Talent Development)
- Remove barriers and provide opportunities. (Instructional Transformation)
- Build a culture focused on student learning and effort. (Culture Shift)

| Action Steps | People Responsible | Measures for Success |
|---|--|--|
| PL Opportunities: <ul style="list-style-type: none"> ● GAEL L4GA Leadership Institute ● R-TFI Facilitator Training ● <i>Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS</i> ● <i>The Literacy Coach's</i> | District Leaders District Literacy Coaches Principals Assistant Principals HC District Support System Representatives | District leader / literacy coach articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading Documents detailing the following for each pedagogical tool addressed in |

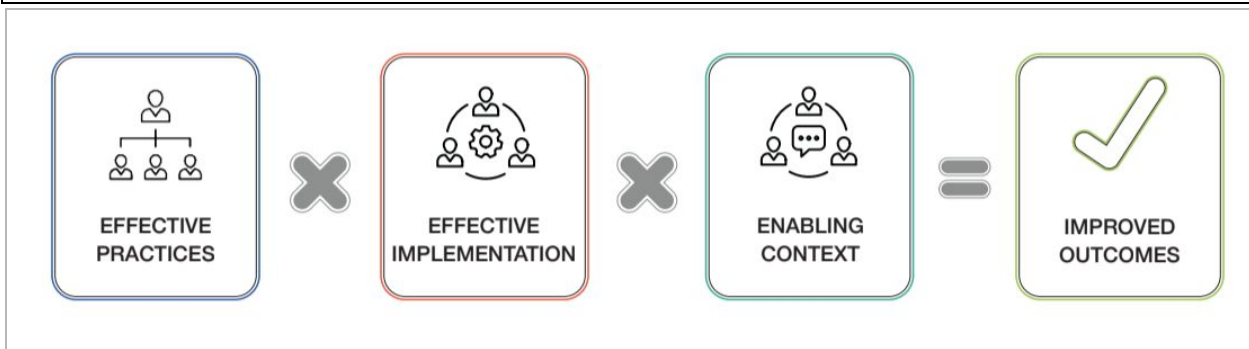
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| <p><i>Handbook</i></p> <ul style="list-style-type: none"> • HIVE--Bookworms Training • Comprehensive Reading Solutions • <i>Cracking the Common Core</i> <p>Form bridges between buildings to align school leaders in a common mission</p> <p>Create a supporting infrastructure for educational practices occurring in classrooms across the district and for birth - 5 providers</p> | <p>Community providers</p> | <p>PL:</p> <ul style="list-style-type: none"> • Ideal Use • Acceptable Variations • Unacceptable Variations • Lethal Mutations <p>Literacy Needs Assessment</p> <p>Virtual coaching logs</p> <p>Reading Tiered Fidelity Inventory (R-FTI)</p> <ul style="list-style-type: none"> • Installation Documentation • Barrier Log • Core Subject Area Audit • Reading Audit • School-wide Data Analysis Protocols |
|---|----------------------------|--|

Assets needed/used:

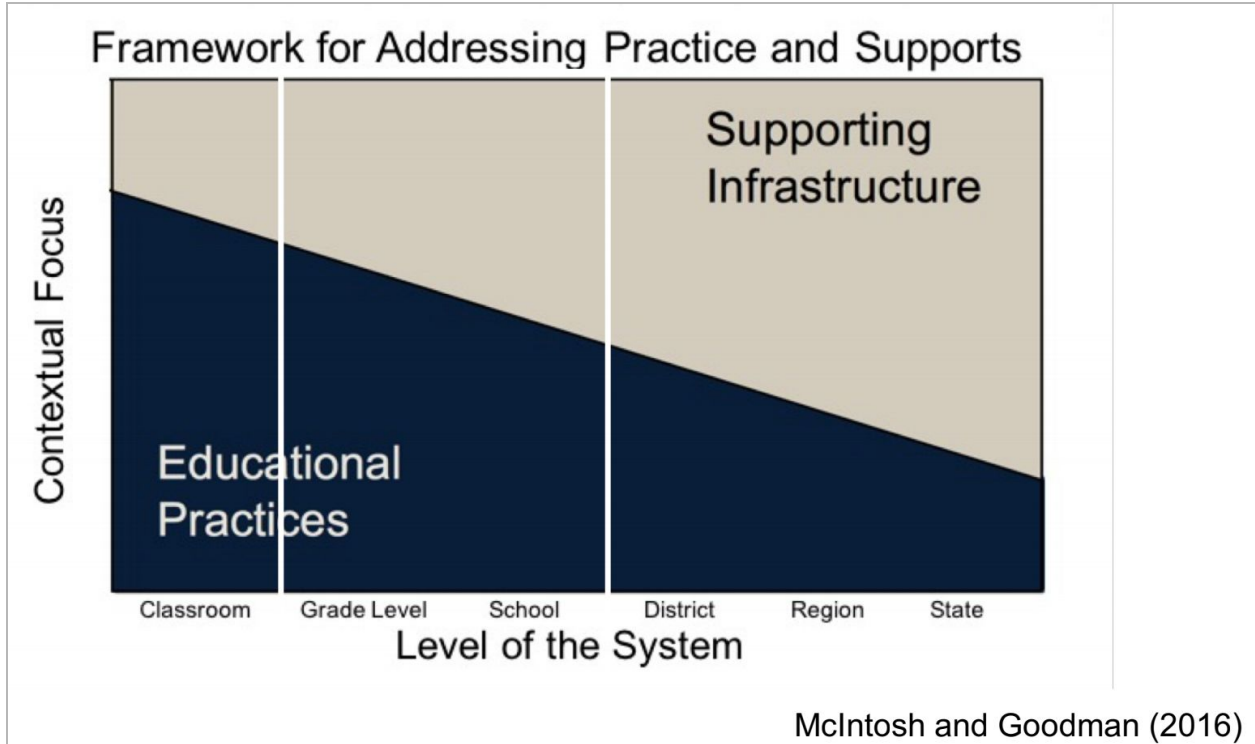
- (See Appendix B)

Research:

- (See Appendix B)



(Jackson, 2018)



Goal 5: Community organizations and early learning providers offer learning supports to complement literacy instruction.

Needs assessment support (Literacy Needs Assessment)

- Ensuring smooth transitions from one agency to another is a prioritized need. (Building Block 2b)
- Another area of priority is in connecting families to schools and childcare entities. (Building Block 2c)
- A large missing piece in our community partnerships is the professional learning required for the development of literacy in young children. (Building Block 6)

| Action Steps | People Responsible | Measures for Success |
|--|--------------------------------------|--|
| Educate parents in literacy strategies | District Literacy Team | Increased participation in literacy events |
| Explore options for digital coaching for parents | District Leaders | Community Literacy Survey |
| Support Early Learning providers and other educational agencies with professional learning in Early Literacy Practices and access to curriculum resources (Cox | Principals | Incremental increases in quantitative data sets over multiple years in the grant: |
| | Haralson Family Connection Coalition | <ul style="list-style-type: none"> ● PPVT ● PALS ● G-KIDS |
| | Tallatoona CAP Head Start | |
| | Early Learning Providers | |

| | | |
|---|---|--|
| <p>Campus)</p> <p>Create community literacy events such as Pop Up Literacy along with other community activities such as Fried Pie Festival, Dogwood Festival, summer reading programs</p> <p>Explore curricular options in PreK</p> <p>Collaborate with community agencies on literacy events</p> <p>Share literacy strategies and initiatives with all stakeholders</p> <p>Establish a community literacy council</p> | <p>UWG Early Intervention Speech and Language Clinic</p> <p>Court Appointed Special Advocate (CASA)</p> <p>Public Libraries</p> | |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> • (See Appendix B) | | |
| <p>Research</p> <ul style="list-style-type: none"> • (See Appendix B) | | |

Section 1: Local Education Agency (LEA)-Partnership Narrative

Haralson County School District (HCSD) is located approximately 50 miles west of Atlanta in Tallapoosa, Georgia. The Haralson County School District is comprised of two primary schools, two elementary schools, one middle school, one high school, and one alternative school. Buchanan Primary School feeds into Buchanan Elementary School and Tallapoosa Primary School feeds into West Haralson Elementary School; both elementary schools feed into the one middle school and then to the one high school. Six of our seven schools are Schoolwide Title I programs. Our community providers for birth to age 5 include nine Bright from the Start Prekindergarten classrooms located at our primary schools, one Head Start facility in Buchanan, GA, Babies Can’t Wait Haralson County, and several private daycare centers throughout the county. Haralson County is a largely rural area and the largest employer is the Haralson County Board of Education.

Data below illustrate the challenges within our community:

| Area of Interest | Haralson County | Georgia |
|---|-----------------|----------|
| Adults without a HS diploma | 21% | 15.7% |
| Unemployment Rate (2019) | 2.8% | 3.2% |
| Estimated median household income | \$46,353 | \$55,821 |
| Teen births, ages 15-19 (per 1,000) | 34.3 | 17.3 |
| Children living in Poverty (2017) | 22.5% | 21.5% |
| Kids ages 3-4 in Preschool (2018) | 83.2% | 59.7% |
| Low-Income Kids ages 3-4 in Preschool (2018) | 41.7% | 49.2% |
| **Data taken from Kids Count Data Center and the U.S. Census Bureau | | |

School demographic percentages were taken from the Oct., 2019 FTE count.

| | |
|---------------------------------------|-------------|
| Haralson County Total Students | 3345 |
| Caucasian | 89.9% |
| African American | 2.6% |
| Hispanic | 2.9% |
| Multi-Racial | 4.1% |
| English Learners | 0.8% |
| Students With Disabilities | 18.2% |
| Economically Disadvantaged | 100% |

Considering the many challenges as evidenced by our county data and school demographics, HCSD will use the LAGA funding to support our mission of producing high-achieving students who will graduate and become productive and responsible citizens. In order to achieve this mission, we are committed to including all school and community stakeholders in our vision of being recognized as a leader in improving student achievement for all students. We are well on our way to achieving this mission as evidenced by our 2019 high school graduation rate of 96.5%. In order to continue this positive trajectory and continue our mission and vision, we are committed to four pillars of literacy support: language nutrition, access to supports and services, positive learning climate, and teacher preparation and effectiveness. By bringing together community partners we hope to provide a seamless and cohesive literacy plan, which is systemic and sustainable, from birth through high school.

| |
|--|
| Identification of LEA partners |
| <p>University of West Georgia College of Education Role: The UWG College of Education (CoE) has a long-standing and deep relationship and commitment to collaboration with Haralson County Schools. Several of our administrators and teachers are adjunct instructors in the College of Education. Our schools work closely with the UWG CoE to provide mentor teachers for practicum and student teaching opportunities for all content areas and speech-language pathologists. We plan to collaborate closely with UWG</p> |

faculty to provide authentic professional learning with pre-service teachers to ensure they are fully prepared to weave literacy into all content areas. Our teachers and administrators participate in a variety of advisory councils with UWG faculty and staff including the Mobile Innovations Lab, the Special Education Advisory council, and others, as well as participating in grant writing activities with UWG faculty. Last summer our teachers and students participated in a STEM Design Thinking camp run by UWG faculty through a collaborative professional development and student camp format. Our elementary teachers and UWG pre-service teachers participated together in SEE:KS training to bring social emotional engagement into our 3-5 classrooms. Our plan is to expand this training to birth-2nd grade. We are currently engaged in a research project to practice partnership with UWG to support literacy and STEM collaboration through training in design thinking concepts for all teachers.

Contact Person/Title: Dr. Laura Smith, Associate Dean

Dr. Lara Willox, Dept. Chair Educational Technology and Foundations

Contact Information: lauras@westga.edu (678) 839-6115

lwillox@westga.edu (678) 839-6059

Haralson Family Connection Coalition

Role: The Haralson County Family Connection has had a long and solid relationship with HCSD in serving the needs of our county and the children in our schools. As a community partner, Haralson Family Connection holds literacy events where they train parents on the importance of literacy and reading and includes parents and staff from Head Start, local daycare programs and Bright from the Start prekindergarten. HC Family Connection also provides literacy areas within community spaces such as DFCS and Head Start.

Contact Person/Title: Jennifer Dobbs

Contact Information: harfamcon1@gmail.com (770) 328-1736

West Georgia Regional Library

Role: The West Georgia Regional Library System's Buchanan and Tallapoosa Public Libraries have served the community for decades and continue to look for new and creative ways to meet the ever-evolving needs of our community. By partnering with the Haralson County School District we hope to increase patronage by having the local librarians available at school events and parent nights. We hope to provide a seamless supply of literacy supports and services to all Haralson County residents through a collaboration between our local libraries, school media specialists, teachers, and parents. In an effort to prevent the summer slide, the library engages in several summer activities to cultivate lifelong readers and learners.

Contact Person/Title: Jana Gentry, Buchanan Public Library

Contact Information: jana@wgrl.net (770) 646-33697

Contact Person/Title: Karen Boling, Tallapoosa Public Library

Contact Information: kboling@wgrls.org (770) 574-3124

Northwest Georgia RESA

Role: Northwest Georgia RESA will continue supporting literacy in Haralson County Schools by providing current, research-based professional learning in literacy. NWGa RESA will support literacy through PL for academic coaches, reading teachers, and administrators, and through the data warehouse. This will provide HCSD with access to real time data and data analysis experts in order to provide evidence-informed instruction.

Contact Person/Title: Karen Faircloth, Director, School Improvement and Professional Learning

Contact Information: kfaircloth@nwgaresa.com (706) 295-6098

Tallatoona Head Start

Role: Tallatoona Head Start is committed to children's growth and development, with an emphasis on parent engagement and the parent's role as a child's first teacher. The Tallatoona Head Start program focuses on meeting a child's cognitive needs, while fostering a love for reading and learning. Head Start is excited to partner with HCSD to provide professional development for teachers and parents, literacy kits for children, and collaborative literacy activities among Head Start, local libraries, and the school district.

Contact Person/Title: Donnis Pace, Director & Sharnette Glenn

Contact Information: donnisp@tallatoonacap.org (770) 382-5421

Sharnette@tallatoonacap.org (770) 646-8318

Birth to 5 Educational Centers

Role: Several local daycare centers are committed to partnering with HCSD to improve literacy for all children ages birth-5 and supporting parent education in the area of literacy in order to ensure all Haralson County children are fully prepared for success as they enter kindergarten. Local daycare centers are committed to collaborating with HCSD to support parents who want to register their four-year-olds for Bright from the Start prekindergarten. Early Learning Centers will engage in professional development for teachers and parents, as well as purchasing and distributing literacy kits for children. Community based literacy activities will be sponsored by daycares, local libraries, and the school district.

Contact Person/Title: Kelly Morris, Tallapoosa Christian Academy

Contact Information: tallapoosachristianacademy@hotmail.com (770) 574-2588

Contact Person/Title: Jasmine Trantham, Stonebridge Academy

Contact Information: director.stonebridge@bridgelearningcenter.com (770) 783-3687

Contact Person/Title: Jennifer Wood, Millenium Academy

Contact Information: jcw0224@att.net (770) 537-6464

Contact Person/Title: Jenny Gordon, Comprehensive Community Clinic

Contact Information: jennyg@westga.edu (678) 839-6567

Georgia Association of Educational Leaders (GAEL)

Role: To support district leadership by building capacity among school and district leaders through training in instructional leadership and data analysis around literacy outcomes. This training will focus on alignment, rigor, curriculum implementation, monitoring, collaboration, professional learning, and support. Leaders will learn how to "Coach" capacity with all stakeholders, provide support for building community partnerships, and leverage resources to help families, and the whole child, with literacy outcomes. Professional learning for leaders includes climate, culture, and social-emotional frameworks.

Contact Person/Title: Robert Costley, GAEL Executive Director

Contact Information: rcostley@gael.org (706) 250-4803

History of the LEA-Partnership Haralson County School District has been engaged in a community-wide initiative in preparing students to be college and career ready. In order to address the learning needs of students and the community, literacy for all is a priority. Business and community partnerships, including government entities, worked in collaboration with the school district and the local board of education to determine how to increase student learning and improve community literacy and career readiness. Through this partnership, we have identified agencies which support the four pillars of the Get GA Reading campaign. The district has several community agencies that provide support for children and families. A few of these local community assets include:

| Get GA Reading Pillar | Community Agencies - Support |
|--|---|
| Access to support and services - Health and Wellness | Healthy Haralson, Tanner Medical Center Willowbrooke Behavioral Health, Tanner Medical Center Haralson County Behavioral Health Phoenix Mental Health Lookout Mountain Behavioral Health Haralson Family Connections Coalition - health and wellness referrals and support for literacy initiatives throughout the community |
| Language Nutrition | West Georgia Regional Library System Ferst Foundation - books sent monthly to all children under the age of 5 Four local daycare centers, nine BFTS prek classrooms in HCSD Babies Can't Wait - Haralson County UWG Comprehensive Clinic on the WGTC Waco Campus |
| Positive Learning Environment | Six of seven HCSD schools are designated as operational or distinguished Positive Behavior Intervention and Support (PBIS) schools. Faith-based organizations - food and clothing drives, weekend backpack |

| | |
|---------------------------------------|---|
| | food program Northwest Ga RESA - provides evidence-informed instructional practices related to social/emotional learning SEE:KS - HCSD implements Social Emotional Engagement: Knowledge and Skills to support struggling learners and improve engagement for all learners |
| Teacher Preparation and Effectiveness | Northwest Ga RESA - provides research-based instructional practices and job-embedded coaching and PL for teachers/leaders and GATAPP educator prep programs University of West Georgia School of Education - P-20 partner with HCSD, places many practicum and student teachers throughout our district and supports mentor teachers, provides PL and endorsement opportunities for all teachers |

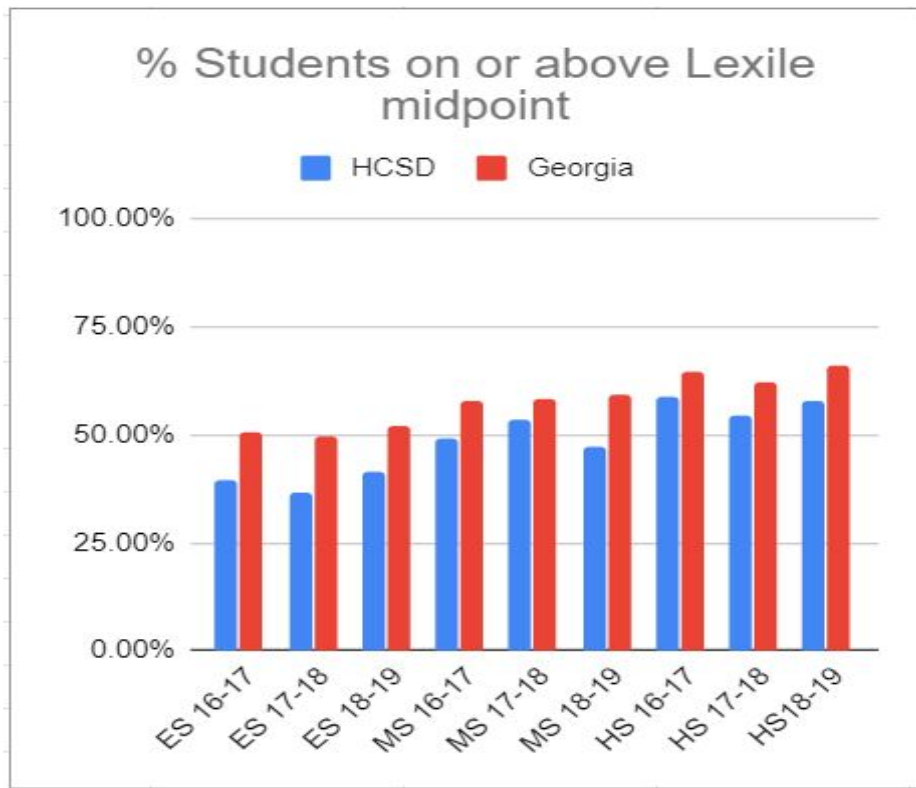
Climate Ratings - Based on research gathered by Georgia’s Deputy Superintendent of Teaching and Learning, Dr. Caitlin Dooley, social-emotional engagement improves not only academic outcomes, but also the climate for learning in Georgia’s schools. In Georgia, school climate ratings directly correlate to reading outcomes (<https://tinyurl.com/y759ffln>). Haralson County School District began the implementation of Positive Behavior Interventions and Supports (PBIS) five years ago, and school climate ratings reflect the importance the district places on creating and maintaining positive learning environments for students.

| School | Climate Rating | PBIS Designation |
|---------------------------------|----------------|-------------------------------------|
| Buchanan Elementary School | 4 Star | Operational |
| Buchanan Primary School | 5 Star | Operational |
| Haralson County High School | 5 Star | Operational |
| Haralson County Middle School | 5 Star | Distinguished |
| Haralson County Rebel Academy | NA | New school - beginning installation |
| Tallapoosa Primary School | 5 Star | Distinguished |
| West Haralson Elementary School | 5 Star | Operational |

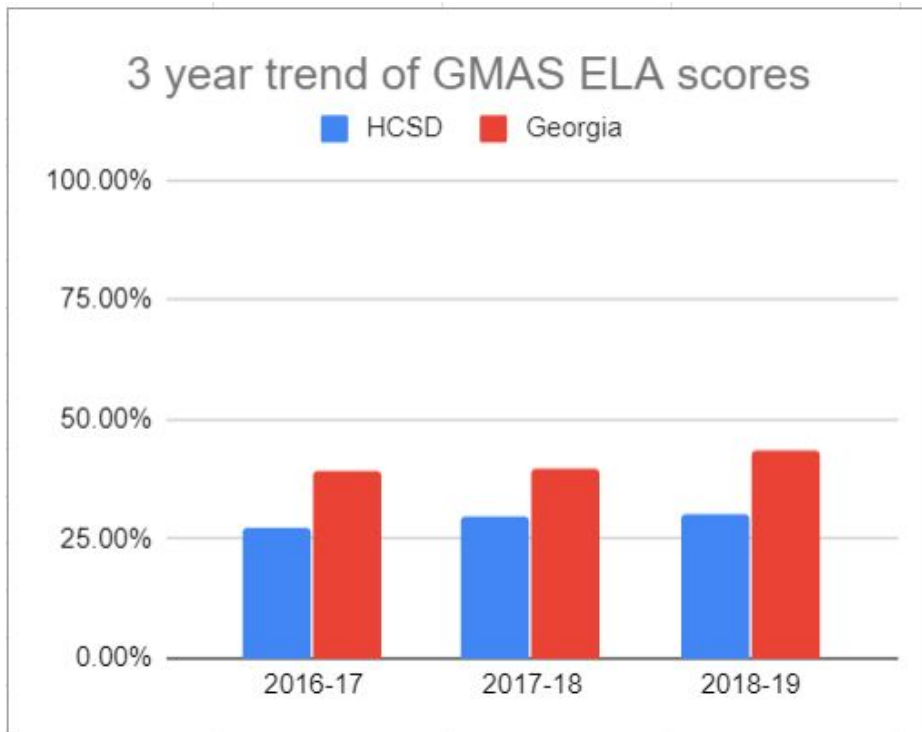
Student Literacy/ELA outcomes of the feeder system

Based on three years of Milestones data, there is a somewhat positive trend in the

percentage of students reading at or above their grade level Lexile midpoint at elementary school, but trends over the past three years for middle and high school have been stable or declining and the district is not satisfied with this performance. All grade bands continue to lag 4-12% percentage points below the state literacy levels (graph 1). The district GMAS ELA data reveal that assessment performance, as defined by the percentage of students scoring proficient or above, is slowly trending upward, but we continue to lag 10-14% below the state levels (graph 2).



***Percent of students in each grade band demonstrating reading comprehension at or above the midpoint of the Lexile Band for each grade level.**



***Percent of students in grades 3-11 achieving proficient and above scores on the GMAS in ELA.**

Plan for routinely engaging early childhood education and care providers:

Haralson County School District is committed to partnering with early childhood providers to engage them in professional learning for staff and parents and to provide literacy kits for children. Additionally, we will provide supports and services which will enhance and support literacy initiatives in all birth-five settings. We will meet at least quarterly with the Haralson Family Connection Coalition to engage all early childhood education and care providers in the work of literacy engagement for all young children and their parents.

Plan for routinely engaging community-organization partners:

HCS D plans to routinely engage community organizations and partners in a variety of ways. Each school has a local school governance team that meets quarterly with the goal of sharing data and progress on school initiatives, as well as seeking community input. HCS D asks for community stakeholders to be part of the Comprehensive Needs Assessment (CNA) for the district. The CNA cycle includes open forums, focus groups, and data analysis in the development and revision of school and district improvement

goals. HCSD district office staff routinely engage in community partner meetings to keep abreast of the current local initiatives and collaborate with partners on early learning and college and career ready efforts. District staff also participate in a variety of community organizations to stay apprised of community needs.

Plan for routinely engaging P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs as part of the community

coalition: Haralson County Schools' P-20 partner is the University of West Georgia and we meet twice annually to address issues facing school districts and higher education. Specifically, HCSD works closely with Dr. Laura Smith, Dr. Lara Willox, and the College of Education to prepare pre-service teachers for tomorrow's classrooms. Some of the concepts in professional learning we are exploring are:

- Moving content area teachers to using text as the predominant pedagogical tool
- Social studies and science teachers incorporating literacy concepts into their content area texts
- Having ELA teachers supporting the right teaching structures to put text in front of the students
- Working with struggling readers over a period of years to help them to retain factual, conceptual, and procedural processes which will in turn improve inquiry-based processes

Teachers and principals from the school district assist with monitoring the teacher preparation program, admission standards, and retention/graduation standards by serving on the UWG advisory council and as adjunct instructors.

Section 2: LEA-Partnership Management Plan and Key Personnel

Upon notification of the grant award, the Haralson County L4GA coordinator will meet with the Literacy Team to review responsibilities and the implementation timeline. Team members will administer and supervise implementation of the grant. Each team member understands the goals, objectives, and requirements of the L4GA grant plans and will provide leadership and guidance throughout the grant process. Individual schools and centers will develop their budget and performance plans annually. Ongoing professional development and training will be integral to maintain a high level of fidelity and sustainability as the literacy plan is implemented. The L4GA grant will be supported from the district level through the structures outlined in the chart below: each individual is a member of the District Literacy Team and participated in developing the district literacy plan.

| Area of Responsibility | District Team Member and Contact Information |
|---|---|
| District Team Leader: oversee district literacy team to ensure effective implementation of L4GA Grant | Brian Ridley, Assistant Superintendent of Curriculum and Assessment brian.ridley@haralson.k12.ga.us (770) 574-2500 ext. 41260 |
| District level management: manage system level grant activities, approve purchasing requests | Janet Goodman, Chief Administrative Officer janet.goodman@haralson.k12.ga.us (770) 574-2500 ext. 41241 |
| School level management: manage day-to-day grant operations, including budgets, performance plans and activities for their area | HCSD Principals Vic Coggins, Buchanan Primary School vic.coggins@haralson.k12.ga.us (770) 646-5523 Jentsie Johns, Tallapoosa Primary School Jentsie.johns@haralson.k12.ga.us (770) 574-7444 Ethelyn Johnson, Buchanan Elementary School ethelyn.johnson@haralson.k12.ga.us (770) 646-5140 Brandi Hurston, West Haralson Elementary School |

| | |
|--|--|
| | <p>brandi.hurston@haralson.k12.ga.us (770) 574-7060</p> <p>Jodi Cash, Haralson County Middle School jodi.cash@haralson.k12.ga.us (770) 646-8600</p> <p>Benjie Cole, Haralson County High School benjie.cole@haralson.k12.ga.us (770) 574-7647</p> <p>Esther Partridge, Haralson County Rebel Academy esther.partridge@haralson.k12.ga.us (770) 646-3883</p> |
| <p>District support: provide support for implementation, assessment/analysis of data, coordination of grant activities, facilitate work of school literacy teams/teachers, professional learning</p> | <p>Literacy Squad (770) 574-2500</p> <p>Crystal Alred, PK-5 crystal.alred@haralson.k12.ga.us</p> <p>Kim Hammond, PK-5 kim.hammond@haralson.k12.ga.us</p> <p>Shoney Brice, 6-12 shoney.brice@haralson.k12.ga.us</p> <p>Randi Pearson, PK-12 randi.pearson@haralson.k12.ga.us</p> <p>Jennifer Gordon, System Intervention Specialist jennifer.gordon@haralson.k12.ga.us</p> |
| <p>Assessment and Accountability: ensures all required assessments are ordered and administered to appropriate grade bands</p> | <p>Brian Ridley, Assistant Superintendent of Curriculum and Assessment brian.ridley@haralson.k12.ga.us (770) 574-2500 ext. 41260</p> |
| <p>Finances: oversee grant expenditure controls, approve grant budgets, complete required reports, submit grant</p> | <p>Janet Goodman, Chief Administrative Officer janet.goodman@haralson.k12.ga.us (770) 574-2500 ext. 41241</p> |

| | |
|--|---|
| budget/reports in Consolidated Application | Angie Campbell, Chief Financial Officer angie.campbell@haralson.k12.ga.us (770) 574-2500 ext. 41247 |
| Purchasing: process purchases, maintain accurate records | Deanna Shierling, Administrative Assistant deanna.shierling@haralson.k12.ga.us (770) 574-2500 ext. 41237 |
| Technology: organize technology purchases, installation, and technology related training | Zac Crosby, Chief Technology Officer zac.crosby@haralson.k12.ga.us (770) 574-2500 ext. 40250 |

To support grant services for Haralson County children birth to 5 years old we have formed a community literacy coalition with members from the Haralson Family Connection, local daycare centers, Head Start, Bright from the Start prekindergarten programs, and the local libraries. This literacy coalition will work to provide professional development and literacy materials for childcare providers and parents. This community coalition will meet quarterly to assess progress and needs for literacy activities and training.

The L4GA grant for HCSD reflects the goals and action steps determined during the CNA and indicated in the District Strategic Plan. Literacy was identified as the top priority in the CNA. The District Strategic Plan and Comprehensive LEA Improvement Plan are focused on improving literacy outcomes.

HCSD’s strategic plan provides the framework and expectations for the district and school improvement process. School improvement plans are aligned with Haralson County strategic plan improvement goals, and include annual performance goals, objectives, professional learning, and resources, with input obtained from school and district stakeholders.

Current Management Structure

HCSD is a Georgia Charter System approved by the GADOE during the 2010-2011 school year. HCSD has transitioned from a traditional governance and management structure to one in which innovation is valued and decisions are made collaboratively, involving local school governance teams, school and district leaders and staff, the board of education, and all stakeholders.

Past grant experience

HCSD has successfully managed millions of dollars in state and federal grants over the course of its history. We have diligently and effectively administered the following grants:

Title I A, Title IIA, Title IVA, Title VA, Title VI-B, Homeless Education, Flowthrough and Federal Preschool Grants, National School Lunch Program (SNP) grants, Pre-K Lottery grant, Technology grants, Reading First grant, Carl D. Perkins and Federal CTAE grants.

Initiatives implemented by the L4GA grant will continue to be supported through state and/or federal funds as a commitment of the district's leadership.

Financial and programmatic audit findings over the past three years

HCSD places tremendous effort on the budget planning process. The Superintendent, board members, district/school administrators, and district charter stakeholders work to create and administer a budget based on available resources. Expenditures are monitored and analyzed by the finance department and presented monthly to the HC Board of Education. An internal budget analysis is conducted annually to identify expenditures that could be reduced or cut in order to maximize revenues. District audits are conducted by the Georgia Department of Audits. For the past three years we have had no audit findings or internal control issues with any of our budgets. There have been no findings related to federal programs relative to compliance or internal control.

Controls for spending

The Haralson County Board of Education has a stringent purchasing policy related to all procurement, contracts and spending. The details and the accompanying administrative regulations can be found in Board policy [DJEG](#).

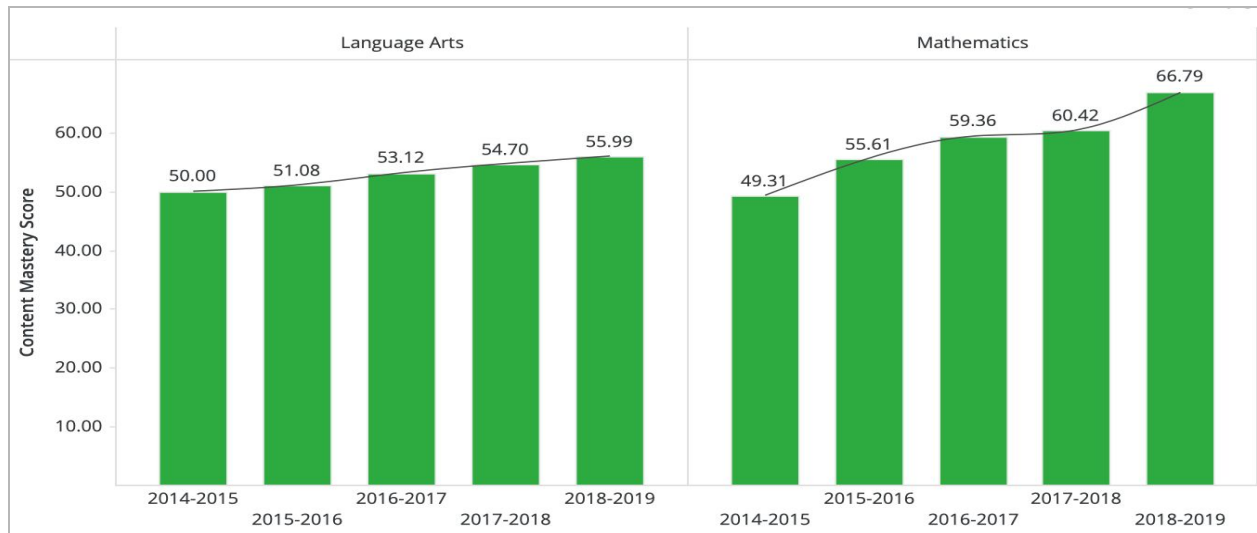
Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan

Focus--Goals 1 and 2: Continue designing, organizing, and fully implementing an evidence-informed, school-wide, **Tier 1** instructional unit that includes both ELA and content area literacy, as well as layers of increasingly **intensive interventions**.
Needs Assessment: According to the Literacy Needs Assessment, 83% of respondents ranked Continuity of Instruction (Building Block 2) and Best Practices in Literacy Instruction (Building Block 4) as “not addressed” or “emergent.”

| Strategy | Resources | Technology |
|--|---|--|
| Shared Reading Interactive Read Alouds Differentiated Skills Instruction Disciplinary Literacy Explicit Vocabulary Instruction Peer-Assisted Learning Strategies Reciprocal Teaching | <u>Access to Print</u> Robust text sets Digital books Decodable readers Classroom libraries Parent resource libraries Social Studies texts Science texts STEM texts Bilingual materials Reference materials Knowledge-building resources <ul style="list-style-type: none"> ● Artwork replicas ● Music history artifacts ● Science kits ● Primary sources ● Historical artifacts | Online reading platforms-- fiction / nonfiction Earbuds / headphones Electronic subscriptions GSuite for Education and appropriate Chrome extensions E-readers |
| Quad Text Sets Listen-Read-Discuss Collaborative Reasoning Question the Author | <u>Student Supports</u> Continued PBIS implementation Academic support and resources Social, emotional, behavioral <ul style="list-style-type: none"> ● Guidance lessons ● School counselor support ● Tier 2 groups ● SEE:KS strategies for all teachers birth - grade 5 | E-books Digital monitoring tools for academic / behavior Online administration of DIBELS Next |
| Reading Guides Writing Stems Writing Across the Disciplines | <u>Instructional Engagement / Teacher Support</u> Program-specific materials Virtual coaching platform CTAE training (UWG) Reference materials for best practice | Online administration of Houghton Mifflin Reading Inventory |

| | | |
|--|---|--|
| | Sub funds | |
| Direct Instruction | | |
| Retrieval Practice | | |
| Spaced Retrieval | | |
| Interleaving | | |
| Acceleration | | |
| Oral Language Intensive Interventions | <u>Community Engagement</u> Materials for hosting events for parents Parent involvement intervention materials | |
| Phonemic Awareness Intensive Interventions | | |
| Knowledge Boosters | | |
| Written Expression Intensive Interventions | | |
| SEE:KS | | |

Over the past five years we have had a laser focus on supporting math instruction through PL for teachers on the building blocks of math and evidence-informed instruction. This PL, combined with targeted and intensive instruction provided for students struggling in math, has resulted in great gains in math achievement throughout the district (see graph below). Replicating the growth our students have made in math in the past five years is exactly what the L4GA grant will help us do. Research points the way in this effort. As Dr. Shanahan states so clearly (and often), **“The most ignored feature in RtI is strong tier-one instruction.”**



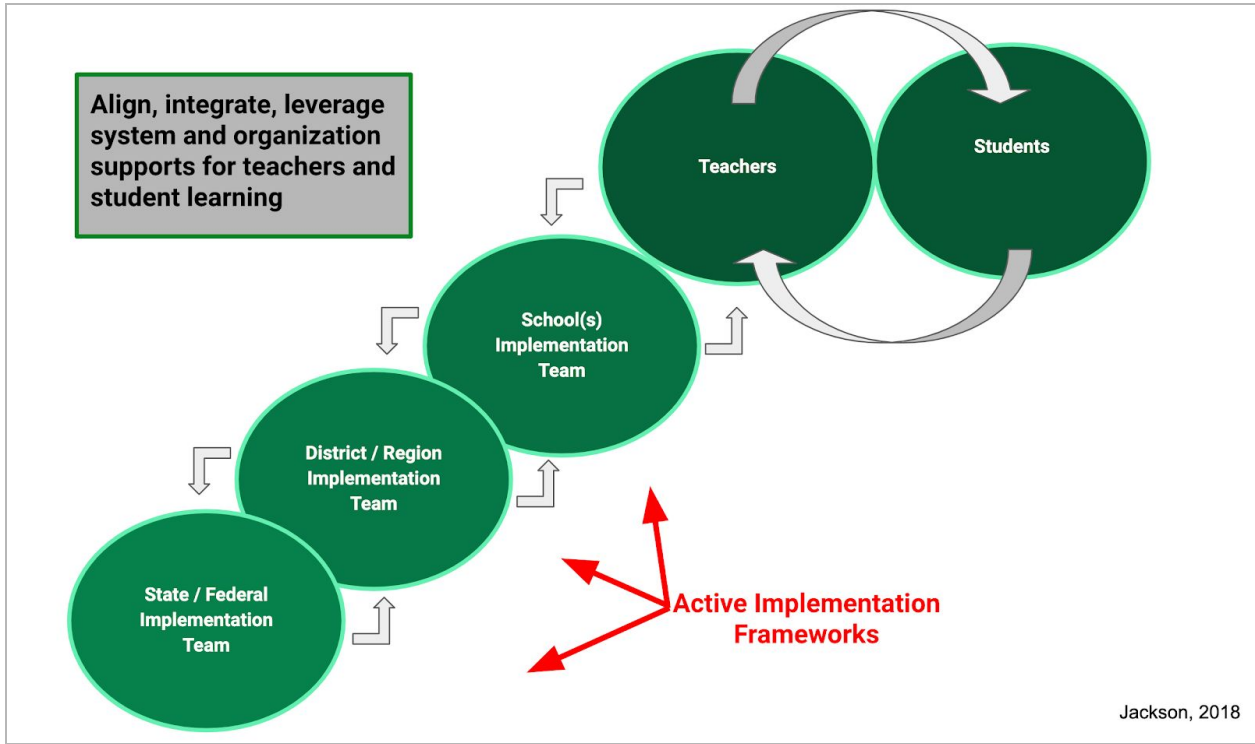
Focus: Engage **leadership** in the acquisition of knowledge and deep understanding of the science of reading and its corresponding pedagogical structures. Further develop the **supporting infrastructure** for the evidence-informed instructional practices implemented in classrooms across the district.

Needs Assessment: According to the Literacy Needs Assessment, 73% of respondents feel Engaged Leadership (Building Block 1) are in the “emergent” to “not addressed” range.

| Strategy | Resources | Technology |
|-----------------------------------|---|--|
| Science of Reading Knowledge | <u>Access to Print</u> Texts for book studies Memberships to professional organizations | LETRS (and other online professional learning platforms) Training |
| Professional Learning Communities | <u>Student Supports</u> Data analysis resources Data walls Classroom observation resources | Swivl robots-- digital coaching hardware |
| Literacy Coaching | <u>Teacher/Leader Support</u> Leadership mentor Literacy coaching resources Materials for hosting PLs | iPads for Swivl-- digital coaching hardware |
| Lesson Planning Templates | Digital infrastructure PLC materials | Insight Advance-- digital coaching online platform |
| PLC Log Templates | Sub funds SWAT team | Digital monitoring tools for academics / behavior |
| Observation Forms | | |
| R-TFI Structures | <u>Community Engagement</u> Materials for hosting events for parents and community birth - 5 providers | GSuite for Education |

| | | |
|--|--|---|
| | Social Media supports Marketing resources | and appropriate Chrome extensions Data management system |
|--|--|---|

The research on rapid school improvement inspirationally states, “With the support of skilled teams who focus on implementation, districts can expect 80% successful use of effective practices in about 3 years; without the support of skilled teams who focus on implementation districts might achieve 14% successful use of effective practices after 17 years.” Our goals of engaged leadership and the development of supporting infrastructure align with this mission.

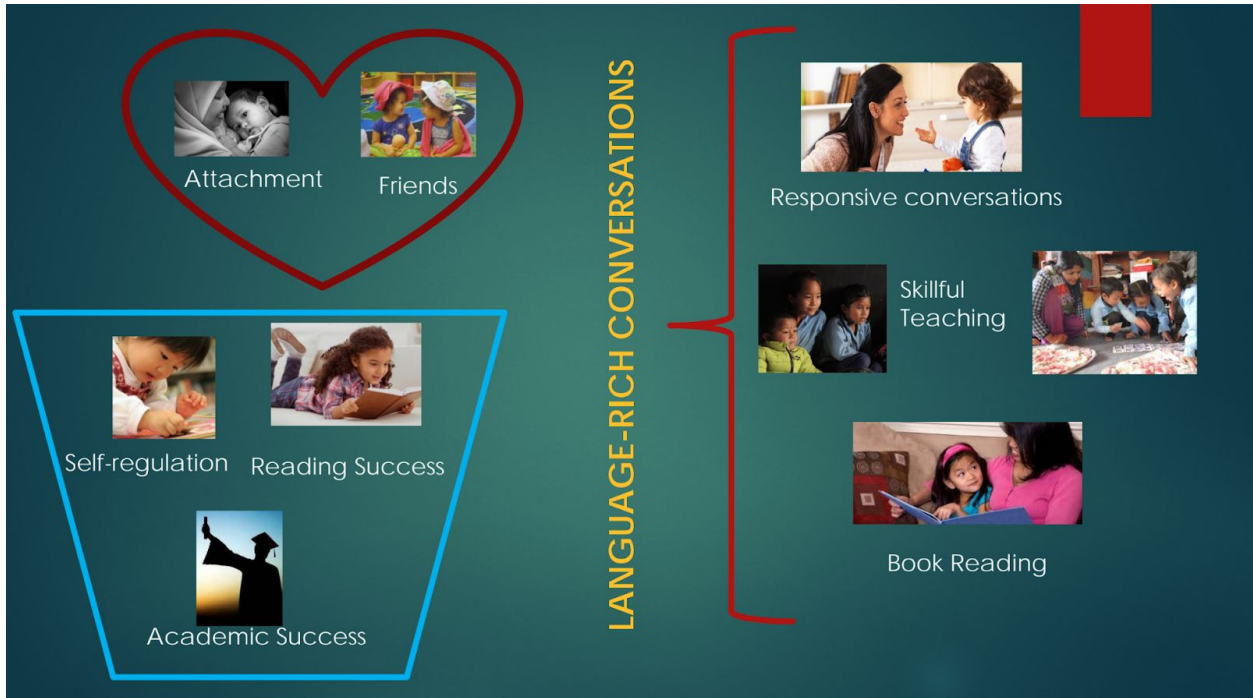


Focus: Community organizations and early learning providers offer **learning supports** to complement literacy instruction.

Needs Assessment: According to the Literacy Needs Assessment, 83% of respondents feel Continuity of Instruction (Building Block 2) and Ongoing Formative and Summative Assessments (Building Block 3) are in the “emergent” to “not addressed” range.

| Strategy | Resources | |
|--|--|---|
| Oral Language Building Knowledge Building Early Phonological Awareness Read Alouds Talk with Me Talk with Me Baby | <u>Access to Print</u> Big Books Classroom libraries Decodable readers Picture books Bilingual materials Reference materials Knowledge-building resources <ul style="list-style-type: none"> ● Artwork replicas ● Music history artifacts ● Science kits ● Primary sources ● Historical artifacts | Online platform for parents to upload videos for feedback Cox Campus online platform |
| Read with Me | <u>Student Supports</u> Student literacy kits | GSuite for Education and appropriate Chrome extensions |
| Rhyme with Me Power of Language Meaningful Conversations | <u>Instructional Engagement / Teacher Support</u> Assessment materials Cox Campus supports Program specific materials | Digital monitoring tools for academics / behavior |
| Build My Brain Toxic Stress Reducers Meal Time Talk | <u>Community Engagement</u> Materials for hosting events for parents Parent literacy kits Community literacy council | |

As Dr. Dickinson explains, **“The seeds of future outcomes are sewn in infancy. Language plays a central role in all of them. Parents and early childhood teachers play a critical role.”** Our plan consolidates these roles to nourish the whole child.



Dickinson, 2019

Section 9: Budget Summary

The HCSD needs assessments, data analysis, and root cause analysis identified five major goals. Budget expenditures will reflect the professional learning and resources predicated by these needs and aligned goals. Activities have been identified, outlined, and detailed in the district and school plans.

1. Consistent and effective Tier 1 instruction in literacy. Funds will be budgeted to identify and purchase resources to support an evidence-based common Tier 1 core curriculum for primary, elementary, and middle school. Funds will be budgeted for texts for disciplinary literacy at all grade levels and professional learning to maximize use of these texts. Grant funds will support the training necessary for full implementation of a Tier 1 curriculum with fidelity. Funds will be budgeted to support purchase of classroom libraries to support Georgia Standards of Excellence across contents in all classrooms. The budget will support the purchase of quad text sets for high school, and texts for English, social studies and science classes, as well as media centers. Resources in media centers will be expanded to support the Georgia Standards of Excellence. Forty percent of the full grant funds will be allocated to K-5 schools, 20% to middle school, and 20% to high school. Of these percentages the following will be allocated to:

Professional learning in Tier 1 literacy initiatives: 40% of funds

Literacy materials for evidence-informed instruction: 60%

2. Response to Intervention (RTI) processes. Funds will be budgeted to purchase evidence-informed interventions, resources, and requisite training for all stages and areas of literacy development. Professional learning in when and how to implement the interventions will be a key budget item.

Professional learning in identified intervention areas: 50% of funds

Literacy materials aligned to intervention strategies: 50%

3. Engaged leadership. Funds will be budgeted to provide training and consultation related to leading literacy and school improvement initiatives. Training will include development of initiatives that will lead to college and career ready students through a solid literacy base of evidence-informed instruction for all students.

Professional learning to support engaged leadership activities related to literacy and data analysis: 90% of funds

Materials for engaged leadership activities: 10%

4. Supporting infrastructure for literacy instruction. Funds will be budgeted to build capacity within school and district level staff to ensure sustainability of

literacy initiatives. Training will include preservice and new teachers to ensure sustainability of initiatives.

Professional learning to support sustainability of literacy and data analysis: 60% of funds

Materials for infrastructure activities: 40%

5. Community organizations and early literacy providers. Funds will be budgeted to provide stipends or fees to contractors to provide professional learning in dialogic reading, vocabulary development, and extending and expanding oral language for teachers and staff at child care centers and prekindergarten programs. Funds will be budgeted to support language nutrition activities and materials for family engagement for birth to five. Fifteen percent of the total L4GA allocation will go for birth to five providers and parent training. Of this percentage the following will be allocated to:

Family engagement and language nutrition activities: 20% of funds

Professional learning in identified areas: 50% of funds

Literacy materials to support dialogic reading and language development: 30%

The proposed budget summary will be revised as needed to meet the goals of the grant plan.

Section 3 Needs Assessment-Appendix A

Research:

Carnine, D. (Ed.). (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Prentice Hall.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. *What research has to say about reading instruction, 4*, 286-314.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention*. New York: Guilford Publications.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*(4), 437.

Kamhi, A. G., & Catts, H. W. (2013). *Language and Reading Disabilities: Pearson New International Edition*. Pearson Higher Ed.

Kamil, M. L., Mosenthal, P. B., Pearson, P. D., & Barr, R. (2016). *Handbook of reading research, Volume III*. Routledge.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), United States. Public Health Service, & United States Department of Health. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. New York: Guilford Press.

Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3*. New York: Guilford Publications.

Wolf, M. (2018). *Reader, come home: The reading brain in a digital world*. New York: Harper.

Section 4 Project Goals-Appendix B

Goal 1: Continue designing, organizing, and fully implementing an evidence-informed, school-wide, Tier I instructional unit that includes both ELA and content area literacy.

Assets needed/used

- *Cracking the Common Core* (book study to accompany CRS modules)
- Open Up Resources (Bookworms K-5 core program resources)
- LETRS (online modules for the science of reading)
- Shanahan on Literacy (PL slides for teaching with complex texts)
- *Writing Revolution* (online modules / book study)
- *Powerful Teaching*
- Lesson Planning Templates
- Collaborative Planning Session Templates
- Disciplinary Complex Texts / Text Sets
- ELA Complex Texts (7-12)
- Decodable readers (K-3)
- Comprehensive Reading Solutions (online modules for pedagogical toolbox 6-12)

Research

- **“Most ignored feature in RtI is strong tier-one instruction.”** Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. *What Works Clearinghouse*.
- **“Prioritize disciplinary literacy across the curriculum.”** Quigley, A., Coleman, R., Cunningham, A., Breadmore, H., Davies, S., Elliot, V., ... & Ricketts, J. (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation.
- **“Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have.”** Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. *What research has to say about reading instruction, 4*, 286-314.
- **“An invigorated focus on critical reading is needed because the opportunities for substantive interaction with complex texts in classrooms is becoming increasingly limited...[referred to as] the ‘textless’ approach to instruction.”** Lewis, W. E., Walpole, S., & McKenna, M. C. (2014). *Cracking the Common Core: Choosing and using texts in grades 6-12*. Guilford Publications.
- **“Combine writing instruction with reading in every subject.”** Quigley, A., Coleman, R., Cunningham, A., Breadmore, H., Davies, S., Elliot, V., ... & Ricketts, J. (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation.
- **“Integrate writing and reading to emphasize key writing features.”** Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L. D., Furgeson, J., Greene, K., ... & Smither Wulsin, C. (2016). Teaching Secondary Students to Write Effectively. Educator's Practice Guide. What Works Clearinghouse.™ NCEE 2017-4002. *What Works Clearinghouse*.

- **“Develop awareness of segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words.”** Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Keating, B. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. *What Works Clearinghouse*.
- **“Empirical evidence is needed... [and] professional wisdom is needed.”** Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice*. Guilford Press.
- **"With the support of skilled teams who focus on implementation, districts can expect 80% successful use of effective practices in about 3 years; without the support of skilled teams who focus on implementation districts might achieve 14% successful use of effective practices after 17 years.”** Ryan Jackson, K., Fixsen, D., & Ward, C. (2018). Four Domains for Rapid School Improvement: An Implementation Framework. *Center on School Turnaround at WestEd*.

Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions.

Assets needed/used

- *Fast-Start Early Readers (K-1)*
- *Lindamood Phoneme Sequencing Program (K-5)*
- *Talkies for Oral Language Comprehension and Expression (K-1)*
- *Let's Know!* from Language and Reading Research Consortium (K-3)
- *Horizons (1-2)*
- *Corrective Reading (3-6)*
- *Expressive Writing (4-6)*
- Center for Gifted Education at the College of William and Mary Units (2-5)
- Advanced Curriculum by Vanderbilt University (2-5)

Research

- **“The results indicated that interactive reading homework increased both parental involvement during the completion of reading homework assignments and students’ ability to draw inferences.”** Bailey, L. B., Silvern, S. B., Brabham, E., & Ross, M. (2004). The effects of interactive reading homework and parent involvement on children's inference responses. *Early Childhood Education Journal*, 32(3), 173-178.
- Rasinski, T., & Stevenson, B. (2005). The effects of fast start reading: a fluency-based home involvement reading program, on the reading achievement of beginning readers. *Reading Psychology*, 26(2), 109-125.
- **“...Curriculum designed for gifted learners using ICM makes a difference in the nature and extent of learning that these students will accrue.”** VanTassel-Baska, J., & Wood, S. (2010). The integrated curriculum model (ICM). *Learning and individual differences*, 20(4), 345-357.
- **“Code-focused programs, book sharing, programs for parents to use at home, and language-enhancement instruction all improved children’s oral language skills.”**

Lonigan, C. J., & Shanahan, T. (2009). Developing early literacy: Report of the National Early Literacy Panel. Executive summary. A Scientific synthesis of early literacy development and implications for intervention. *National Institute for Literacy*.

- **“Parental involvement was most powerful when it was most like teaching.”**

Sénéchal, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to grade 4 reading comprehension, fluency, spelling, and reading for pleasure. *Scientific studies of reading, 10*(1), 59-87.

- **“Research has shown that even students with some of the most severe reading disabilities can make substantial progress in their word-level reading skills, with a considerable proportion developing word-reading skills to an average level. Three key elements of successful intervention include: 1) eliminating the phonological awareness deficits and teaching phonemic awareness to the advanced level, 2) teaching and reinforcing phonics skills and phonic decoding, 3) providing opportunities for reading connected text.”** Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.

Goal 3: Engage leadership in the acquisition of knowledge and deep understanding of the science of reading and its corresponding pedagogical structures.

| |
|---|
| Assets needed/used |
| <ul style="list-style-type: none"> ● Books for PL training and book studies |
| Research |
| <ul style="list-style-type: none"> ● “A truly schoolwide professional support system will have extensive contextual support from the administration, because administrators will be scheduling it, participating in it, and supporting the work of the coach.” Walpole, S., & McKenna, M. C. (2012). <i>The literacy coach's handbook: A guide to research-based practice</i>. Guilford Press. ● Chenoweth, K. (2020). <i>Schools that succeed: How educators marshal the power of systems for improvement</i>. Harvard Education Press. |

Goal 4: Further develop the supporting infrastructure for the evidence-informed, instructional practices implemented in classrooms across the district.

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|---|
| Assets needed/used |
| <ul style="list-style-type: none"> ● Books for PL training and book studies |
| Research |
| <ul style="list-style-type: none"> ● Walpole, S., & McKenna, M. C. (2012). <i>The literacy coach's handbook: A guide to research-based practice</i>. Guilford Press. ● "With the support of skilled teams who focus on implementation, districts can expect 80% successful use of effective practices in about 3 years; without the support of skilled teams who focus on implementation districts might achieve 14% successful use of effective practices after 17 years.” Ryan Jackson, K., Fixsen, D., & Ward, C. (2018). <i>Four Domains for Rapid School Improvement: An Implementation</i> |

Framework. *Center on School Turnaround at WestEd.*

- McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* Guilford Publications.
- Martin, K. S., Nantais, M., & Harms, A. (2015). *Reading Tiered Fidelity Inventory Elementary-Level Edition.*

Goal 5: Community organizations and early learning providers offer learning supports to compliment literacy instruction

Assets needed/used

- National Center of Improving Literacy (modules)
- Cox Campus modules
- Get Georgia Reading
- Ready4KGA (text messaging for parents 0-4 years)
- CILengage modules
- Literacy Kits

Research

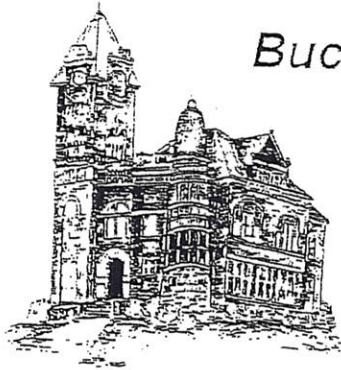
- **“Preschool teachers are more transient and have less formal education than other teachers They may harbor anxiety, uncertainty, or indifference toward literacy instruction.”** Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice.* Guilford Press.
- **“Teachers receiving mentoring had increased scores on comprehension and expressive vocabulary measures over children in classrooms with teachers not receiving mentoring.”** Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice.* Guilford Press.
- **“Children who have one or two years of quality preschool program are more ready for kindergarten”** Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). *Untangling the Evidence on Preschool Effectiveness.*

Section 7 Resources, Strategies, Materials-Appendix C

Research:

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|---|
| Bailey, L. B., Silvern, S. B., Brabham, E., & Ross, M. (2004). The effects of interactive reading homework and parent involvement on children's inference responses. <i>Early Childhood Education Journal</i> , 32(3), 173-178. |
| Dickinson, D. (2019). Nourishing Development of the Whole Child. Presentation, Ohio Striving Readers Conference. |
| Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. What research has to say about reading instruction, 4, 286-314. |
| Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Keating, B. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. |
| Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L. D., Furgeson, J., Greene, K., ... & Smither Wulsin, C. (2016). Teaching Secondary Students to Write Effectively. Educator's Practice Guide. What Works Clearinghouse.™ NCEE 2017-4002. What Works Clearinghouse. |
| Kilpatrick, D. A. (2015). Essentials of assessing, preventing, and overcoming reading difficulties. John Wiley & Sons. |
| Lewis, W. E., Walpole, S., & McKenna, M. C. (2014). Cracking the Common Core: Choosing and using texts in grades 6-12. Guilford Publications. |
| Lonigan, C. J., & Shanahan, T. (2009). Developing early literacy: Report of the National Early Literacy Panel. Executive summary. A Scientific synthesis of early literacy development and implications for intervention. National Institute for Literacy. |
| Martin, K. S., Nantais, M., & Harms, A. (2015). Reading Tiered Fidelity Inventory Elementary-Level Edition. |
| McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Publications. |
| Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). Untangling the Evidence on Preschool Effectiveness. |
| Quigley, A., Coleman, R., Cunningham, A., Breadmore, H., Davies, S., Elliot, V., ... & Ricketts, J. (2019). Improving Literacy in Secondary Schools. Education Endowment Foundation. |
| Rasinski, T., & Stevenson, B. (2005). The effects of fast start reading: a fluency-based home |

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| involvement reading program, on the reading achievement of beginning readers. <i>Reading Psychology</i> , 26(2), 109-125. |
| Ryan Jackson, K., Fixsen, D., & Ward, C. (2018). <i>Four Domains for Rapid School Improvement: An Implementation Framework</i> . Center on School Turnaround at WestEd. |
| Sénéchal, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to grade 4 reading comprehension, fluency, spelling, and reading for pleasure. <i>Scientific studies of reading</i> , 10(1), 59-87. |
| Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide</i> . NCEE 2010-4038. What Works Clearinghouse. |
| VanTassel-Baska, J., & Wood, S. (2010). The integrated curriculum model (ICM). <i>Learning and individual differences</i> , 20(4), 345-357. |
| Walpole, S., & McKenna, M. C. (2012). <i>The literacy coach's handbook: A guide to research-based practice</i> . Guilford Press. |



Buchanan-Haralson Public Library

P. O. Box 338
Buchanan, Georgia 30113
(770) 646-3369

Dr. Jerry Bell
Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

Dear Dr. Bell

It is with great pleasure that we pledge our commitment to the development of the Haralson County Literacy Initiative. Our organization feels that a partnership created to serve all of Haralson County's youth will be an integral component for the future educational and economic success of our community, creating a better place to live and work.

The Haralson County Literacy Initiative promotes improving literacy through community-driven action with research-proven instruction. The Literacy Initiative will address literacy needs within the community, therefore ensuring a solid literacy connection throughout a student's life.

As a partner in the Haralson County Literacy Initiative, our organization is committed to strengthening student literacy learning. Our involvement as includes, but is not limited to the following areas:

- Promoting the Literacy Initiative in Haralson County and the surrounding region
- Participating in literacy events and other partnerships to promote literacy in Haralson County
- Attending Literacy Initiative training/workshops
- Supporting and encouraging family involvement with literacy
- Encouraging literacy within our organization.

Sincerely,

Jana C. Gentry, Library Manager
jgentry@wgrls.org
770-646-3369
Buchanan-Haralson Public Library
P O Box 338 Buchanan, Ga. 30113

Office of the Dean

Dr. Jerry Bell
Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

Dear Dr. Bell

It is with great pleasure that we pledge our commitment to the development of the Haralson County Literacy Initiative. The Comprehensive Community Clinic (CCC) in the College of Education at the University of West Georgia (UWG) supports a partnership created to serve all of Haralson County's children and youth as an integral component for the future educational and economic success of our community, creating a better place to live and work.

The Haralson County Literacy Initiative promotes improving literacy through community-driven action with research-proven instruction. The Literacy Initiative will address literacy needs within the community, therefore ensuring a solid literacy connection throughout a student's life.

As a partner in the Haralson County Literacy Initiative, the CCC is committed to strengthening student literacy learning. Our involvement includes the following areas:

- Participating in literacy events to promote literacy in Haralson County
- Providing early intervention speech and language services to young children (0-4 years old) through the UWG Early Intervention Speech and Language Clinic located at the West Georgia Technical College Murphy Campus, Waco, GA.
- Encouraging literacy within our own organization.

Sincerely,





Laura H. Smith, Ph.D., Director and Associate Dean
Comprehensive Community Clinic
College of Education
University of West Georgia



**Department of Educational
Technology and Foundations
Innovation's Lab**
Carrollton, GA 30118-5110
College of Education

Dr. Jerry Bell
Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

Dear Dr. Bell

It is with great pleasure that we pledge our commitment to the development of the Haralson County Literacy Initiative. The Innovation's Lab in the College of Education at the University of West Georgia feel that a partnership created to serve all of Haralson County's youth will be an integral component for the future educational and economic success of our community, creating a better place to live and work.

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As a partner in the Haralson County Literacy Initiative, we are committed to strengthening student literacy learning. Our involvement includes, but is not limited to the following areas:

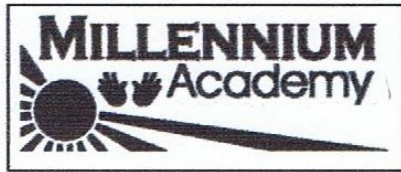
- Promoting the Literacy Initiative in Haralson County and the surrounding region
- Providing current, research-based professional learning in Literacy
- Provide research partnerships to support Literacy and STEM collaboration
- Support while applying for L4GA grant
- Encouraging literacy within our organization

Sincerely,

A handwritten signature in blue ink that reads "Lara Willox".

College of Education/Educational Technology & Foundations/Lara Willox lwilox@westga.edu
Innovations Lab

College of Education/Educational Technology & Foundations/Innovations Lab 1601 Maple St.
Carrollton, GA 30118



Dr. Jerry Bell
Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

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- Encouraging literacy within our organization

Sincerely,

Quinnifer Wood jw0224@att.net
Name of Organization/Agency Representative and Email Address

Millennium Academy 110 Redding Dr Bremen, GA
Name of Organization/Agency and Street Address

30110



Northwest Georgia RESA

3167 Cedartown Hwy SE • Rome, GA • 30161 • (706) 295-6189 • FAX (706)296-6098

Dr. Jerry Bell
Superintendent
Haralson County School System
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Tallapoosa, Georgia 30176

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- Support while applying for L4GA grant
- Encouraging literacy within our organization

Sincerely,

Karen Faircloth
Director of School Improvement and Professional Learning
kfaircloth@nwgaresa.com

Bartow County ◦ Bremen City ◦ Calhoun City ◦ Cartersville City ◦ Catoosa County ◦ Chattooga County
Chickamauga City ◦ Dade County ◦ Dalton City ◦ Floyd County ◦ Gordon County ◦ Haralson County
Paulding County ◦ Polk County ◦ Rome City ◦ Trion City ◦ Walker County

“Northwest Georgia RESA - Building Capacity for Learning”



Dr. Jerry Bell
Superintendent
Haralson County School System
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Tallapoosa, Ga. 30176

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- Encouraging literacy within our organization

Sincerely,

Jasmine Trantham

School Director

Sunbrook Academy at Stonebridge

115 Stonebridge BLVD

Bremen, Ga 30110

Dr. Jerry Bell
Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

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- Encouraging literacy within our organization

Sincerely,

Karen Boling

Name of Organization/Agency Representative and Email Address

Tallapoosa Public Library - kboling@wgrls.org

Name of Organization/Agency and Street Address

Tallapoosa Public Library
388 Bowdon Street
Tallapoosa, GA 30176



Helping People. Changing Lives.

**Tallatoona Community
Action Partnership, Inc.**

R. Scott Gray
Executive Director

P.O Box 1480
Cartersville, Georgia 30120
(678) 721-9391
Fax (678) 721- 9396
scottg@tallatoonacap.org
www.tallatoonacap.org

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Superintendent
Haralson County School System
299 Robertson Avenue
Tallapoosa, Georgia 30176

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Sincerely,

Tallatoona CAP Head Start/ Sharnette Glenn/ sharnettef@tallatoonacap.org
Name of Organization/Agency Representative and Email Address

Tallatoona CAP Head Start/ 1814 Macedonia Church Rd Buchanan, GA 30113
Name of Organization/Agency and Street Address

Application: Haralson County Buchanan Primary School

Janet Goodman - janet.goodman@haralson.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 | Haralson County School District |
| School or Center Name | Buchanan Primary School |
| System ID | 0671 |
| 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).

PK-2

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

31

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

| | |
|----------|--|
| Name | Vic Coggins |
| Position | Principal |
| Email | vic.coggins@haralson.k12.ga.us |
| Phone | 770-646-5523 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

[Haralson County District BPS School Plan 8](#)

Filename: Haralson_County_District_BPS_School_Plan_8.pdf Size: 1.5 MB

Application: Haralson County West Haralson Elementary School

Janet Goodman - janet.goodman@haralson.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 | Haralson County School District |
| School or Center Name | West Haralson Elementary School |
| System ID | 0671 |
| School ID | 4050 |

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).

3-5

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

32

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

| | |
|----------|--|
| Name | Brandi Hurston |
| Position | Principal |
| Email | brandi.hurston@haralson.k12.ga.us |
| Phone | 770-574-7060 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

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- 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

[Haralson County DistrictWHES School Plan 8](#)

Filename: Haralson_County_DistrictWHES_School_Plan_8.pdf Size: 1.4 MB

Application: Haralson County Tallapoosa Primary School

Janet Goodman - janet.goodman@haralson.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 | Haralson County School District |
| School or Center Name | Tallapoosa Primary School |
| System ID | 0671 |
| School ID | 0104 |

Non-traditional Grade Configuration

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

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

PK-2

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

32

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

| | |
|----------|--|
| Name | Jentsie Johns |
| Position | Principal |
| Email | jentsie.johns@haralson.k12.ga.us |
| Phone | 770-574-7444 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

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- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Haralson County District TPS School Plan 8](#)

Filename: Haralson_County_District_TPS_School_Plan_8.pdf Size: 1.4 MB

Application: Haralson County District Haralson High School

Janet Goodman - janet.goodman@haralson.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 | Haralson County School District |
| School or Center Name | Haralson County High School |
| System ID | 0671 |
| 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).

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

73

Number of Paraprofessionals or Teaching Assistants in School

12

Principal or Director

| | |
|----------|--|
| Name | Benjie Cole |
| Position | Principal |
| Email | benjie.cole@haralson.k12.ga.us |
| Phone | 770-574-7647 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

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[Haralson County District HCHS School Plan 8](#)

Filename: Haralson_County_District_HCHS_School_Plan_8.pdf Size: 1.0 MB

Application: Haralson County District Haralson Middle School

Janet Goodman - janet.goodman@haralson.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 | Haralson County School District |
| School or Center Name | Haralson County Middle School |
| System ID | 0671 |
| School ID | 0197 |

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

57

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

| | |
|----------|--|
| Name | Jodi Cash |
| Position | Principal |
| Email | jodi.cash@haralson.k12.ga.us |
| Phone | 770-646-8600 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

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[Haralson County District HCMS School Plan 8](#)

Filename: Haralson_County_District_HCMS_School_Plan_8.pdf Size: 1.3 MB

Application: Haralson County Buchanan Elementary School

Janet Goodman - janet.goodman@haralson.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

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| | |
|-----------------------|---------------------------------|
| System Name | Haralson County School District |
| School or Center Name | Buchanan School Elementary |
| System ID | 0671 |
| School ID | 0178 |

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.

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3-5

Level

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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

4

Principal or Director

| | |
|----------|--|
| Name | Ethelyn Johnson |
| Position | Principal |
| Email | ethelyn.johnson@haralson.k12.ga.us |
| Phone | 770-646-5140 |

L4GA 2019 School Contact

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

| | |
|----------|--|
| Name | Janet Goodman |
| Position | Chief Administrative Officer |
| Email | janet.goodman@haralson.k12.ga.us |
| Phone | 770-574-2500 |

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

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[Haralson County District BES School Plan 8](#)

Filename: Haralson_County_District_BES_School_Plan_8.pdf **Size:** 1.4 MB

Section 8 School Plan--BES

School History

Buchanan Elementary School is one of two elementary schools in Haralson County. Buchanan Elementary serves approximately 360 students in grades 3rd-5th with 171 males and 188 females. The student body is made up of 90% caucasian, 6% mulit-racial, 2% Hispanic, and 2% African American. Buchanan Elementary's Students with Disabilities population is 13.8%, and they are served by five teachers and four paraprofessionals in both inclusion and resource settings. Buchanan Elementary School's current facility was built in 1954 as a high school. A consolidated high school was later built, thus changing the building's status to that of a junior high school. The building was then used as a middle school. The construction of a consolidated middle school caused another change and Buchanan Elementary School was established in the summer of 1996. Buchanan school(s) have been serving the community for over fifty years and many generations of families have attended Buchanan. The faculty and staff of Buchanan **Believe all of our students can Excel and Succeed. Believe ~ Excel ~ Succeed.**

Administrative and Leadership Team

Administration:

Ethelyn Johnson, Principal; Kathy Campbell, Assistant Principal; Kim Hammond, Academic and Literacy Coach for Buchanan Primary and Elementary

Leadership Team:

Ethelyn Johnson - Principal, Kathy Campbell - Asst Principal, Lena Mullany - Counselor, Lisa Carroll - 3rd ELA, Laura Stamps - 3rd Math, Rachel Thompson - 4th ELA, Drew Moon - 4th Math, Alice Martin - 5th ELA, Taylor Windom - 5th Math, Matt Williamson - Spec Education Lead, Erin Davis - STEM teacher, Bethany Stitcher - Media Center

District English/Language Arts/Literacy Team:

Lisa Carroll - 3rd ELA, Rachel Thompson - 4th ELA, Alice Martin - 5th ELA, Kim Hammond - Academic/Literacy Coach

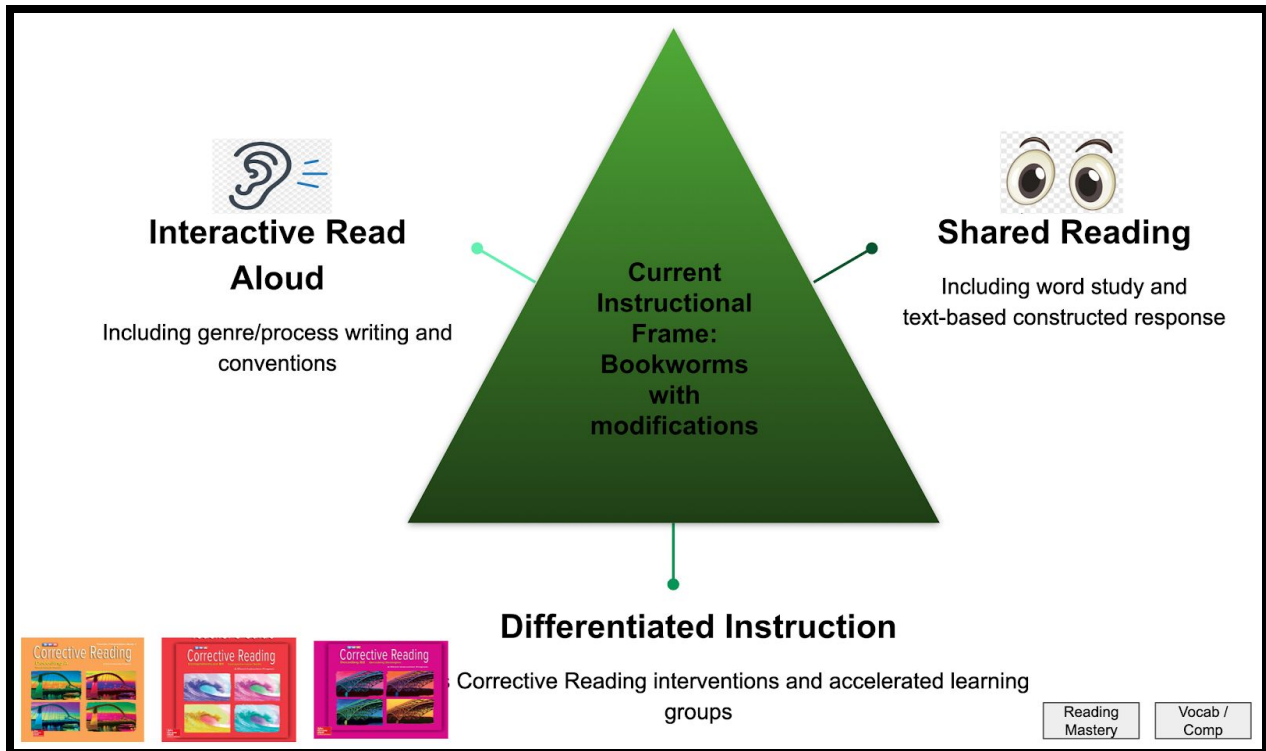
Community Assets

Healthy Haralson partnership with Tanner Medical Center; University of West Georgia; West Georgia Technical College; Haralson County Sheriff Department; Wendy's; Tanner Willowbrook; SEE-KS (Social Emotional Engagement Knowledge and Skills); ValuTeacher / Seth Hardin; Northwest Georgia RESA; GYSTC (Georgia Youth Science and Technology Centers)

Past Instructional Initiatives

- Reading First
- Thinking Maps

Current Instructional Initiatives



Individual School Professional Learning Needs

- LETRS
- Bookworms 2.0
- Disciplinary Literacy
- Teaching with Complex Texts
- Writing Across the Disciplines
- Direct Instruction and the Role of Cognitive Science in Disciplinary Literacy
- Data Analysis
- Acceleration
- Interconnected Systems--RTI and PBIS
- *Corrective Reading Decoding*
- *Lindamood Phoneme Sequencing Program*
- Center for Gifted Education at the College of William and Mary Units
- Advanced Curriculum by Vanderbilt University

Need for an L4GA Project

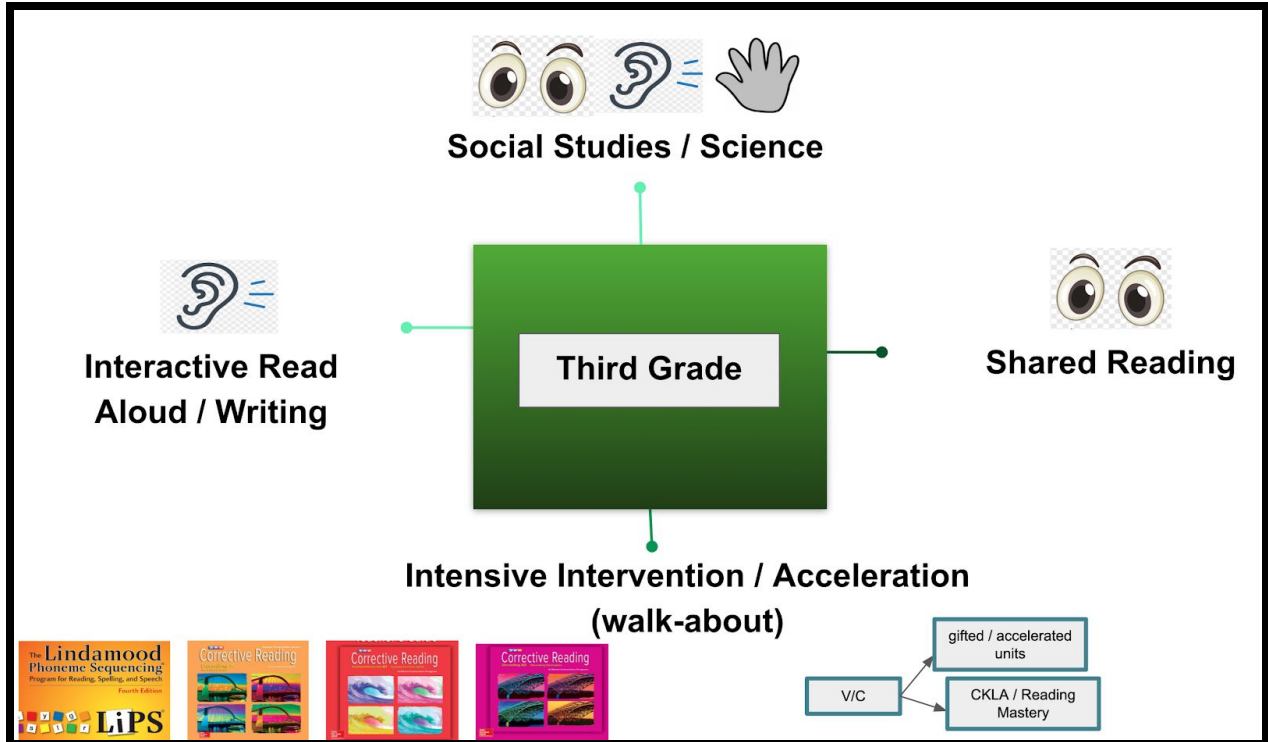
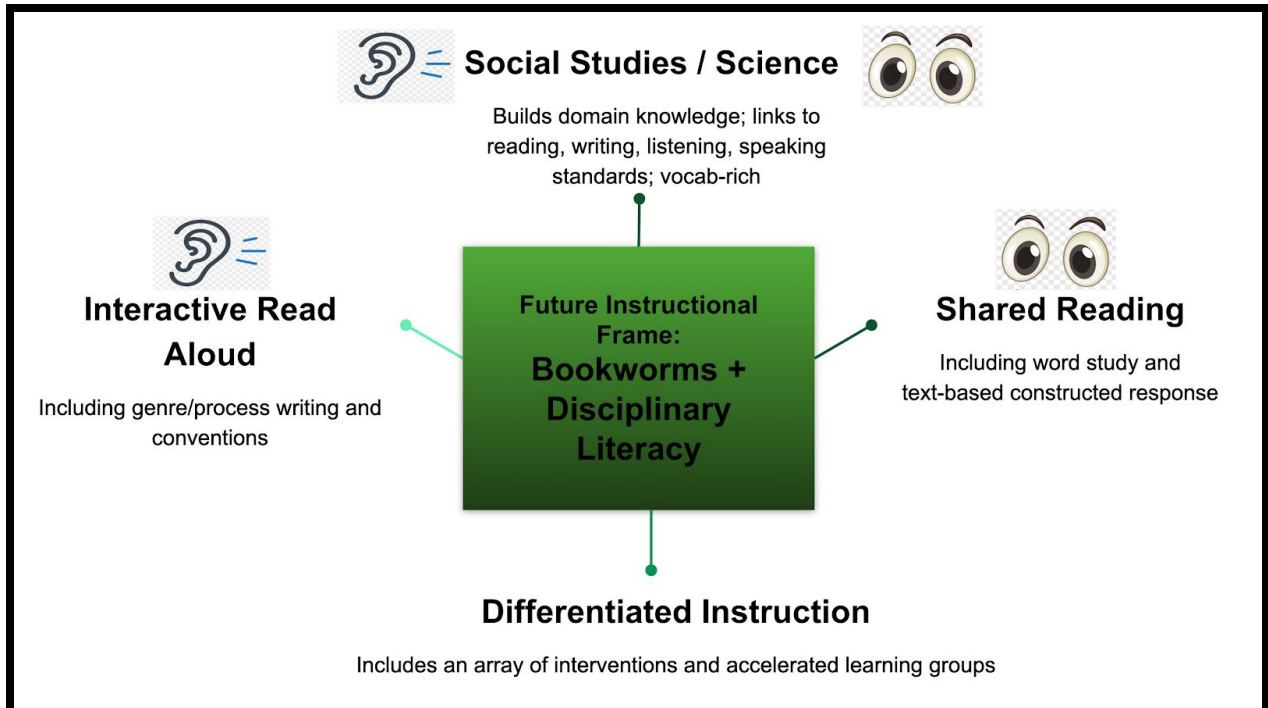
At BES, we have begun the process of aligning our literacy practices to the standards, the science of reading, and to the instructional framework we've adopted--Bookworms. Although the process is ongoing, cyclical, and sometimes bumpy and uncomfortable, our teachers and leaders have continually worked together to grow independent and proficient readers, writers, thinkers, and learners. In short, as Dr. Duke explains, "Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have." We strive to make this *problem* a reality and both accomplish and avoid what she details here (Nell, et al., 2011).

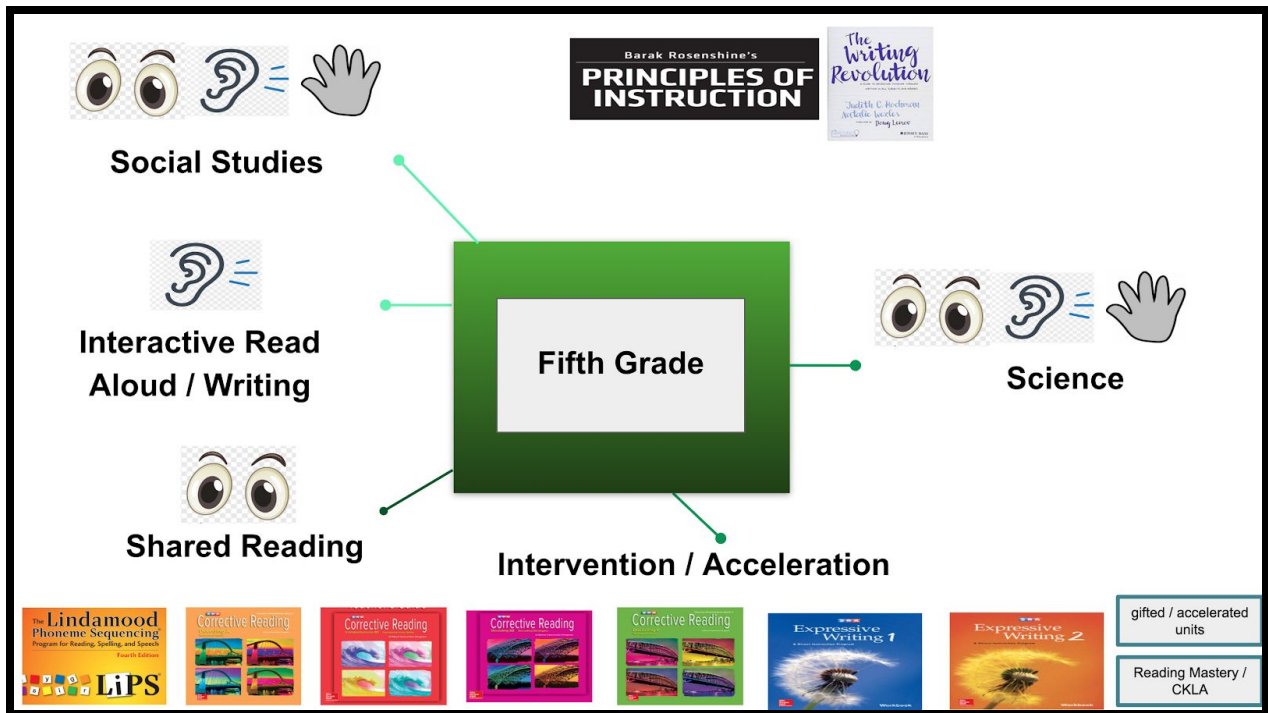
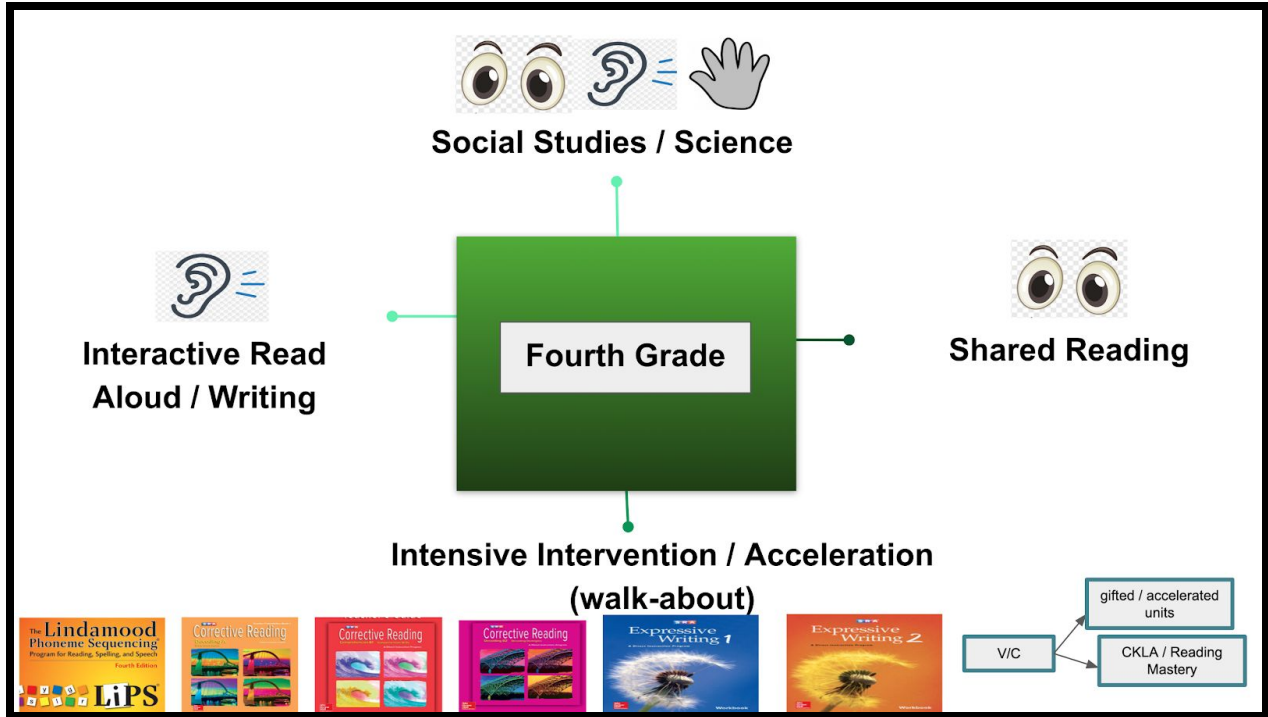
Teachers can even overcome disadvantages in reading comprehension that students bring to school. For example, Snow, Barnes, Chandler, Goodman, and Hemphill (1991) found that students whose home environments were poor with respect to promoting reading comprehension development nonetheless made adequate progress in reading comprehension if they had strong teachers of reading comprehension for two consecutive years. If otherwise similar students had a strong comprehension teacher for only one year, only 25% made adequate progress, and none of the students who experienced two years of poor comprehension instruction overcame the effects of poor support for reading comprehension development at home. In sum, teachers matter, especially for complex cognitive tasks like reading for understanding (pg. 51).

Because we are a small, rural school with 100% free and reduced lunch recipients, we have struggled to fund the initiatives we've undertaken. Grant funding would enable us to continue the work, drastically ramping up our efforts in the professional learning and material resources domains.

This grant opportunity also facilitates our collaboration with others around the state and nation to learn from best practices where other schools, like ours, have beaten the odds in the literacy growth and achievement of their students. Our research efforts for this grant alone have generated numerous resources that we now know are available to us. For example, we've partnered with leaders in Butts County to hear first hand of similar struggles they've had with implementation of the Bookworms curriculum. Having our concerns validated and a place to inquire has been a great support. In like manner, Ohio's Striving Readers Conference has been made digitally available along with presentation materials, facilitator's guides, and other supportive resources. As a school team and in conjunction with our district leadership, we are excited about the opportunities to learn from others and put evidence-informed practices to work for us, especially in the area of explicit writing instruction, parent involvement as intervention, and disciplinary literacy.

The following are graphics we mocked to help us visualize some of the structures we would like to continue to develop, further solidify, and design as our knowledge base grows.



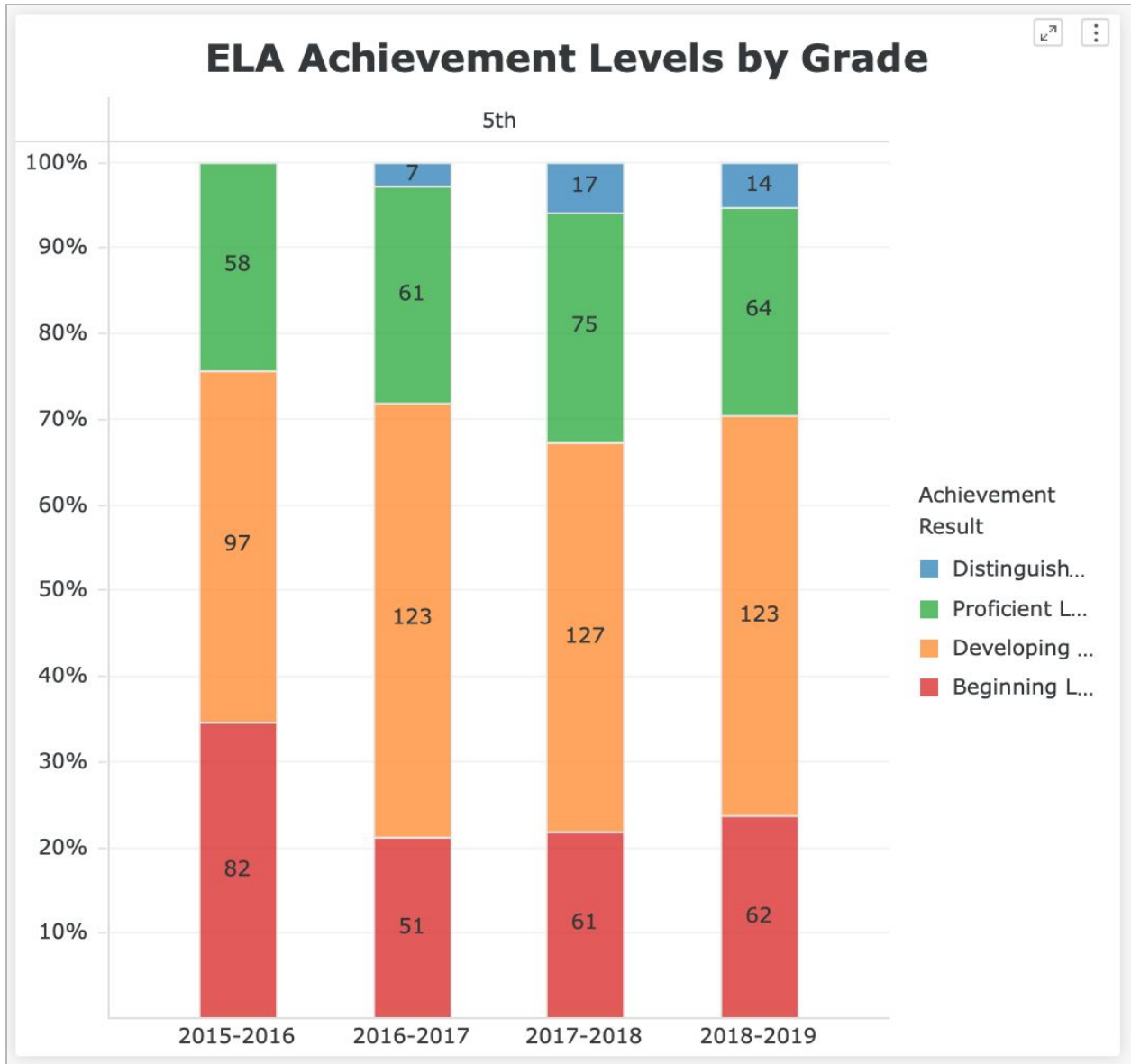


The grant also provides an impetus for further inquiry and questioning. When we started down the road of implementing a gold-standard core program like Bookworms a few years ago, little did we know about the difficulties we would face, the questions we would ask and be asked, the struggles to make the best decisions for our students' growth and achievement in literacy and

beyond. And although we've managed to move through it, grant funding would create a much needed foundation for this difficult work because it mandates we continue to grow our knowledge base, stay the course, and delve deeper into the reading issues students present. Because we are beholden to others, we have a greater drive to connect the dots, ensuring all the puzzle pieces fit together in ways that challenge and accelerate our students while providing a safety net so we don't continue to lose students in the cracks of a faulty system of literacy instruction across the years of their schooling. It has also brought our schools, on either side of the county, together in more substantive ways. Even our school improvement plans and vertical collaborative approaches are aligning through this effort, and we look forward to capitalizing on this cooperation.

Some of the questions we hope to explore overtime through this grant may even help others as they pursue rebuilding their school-wide and district-wide literacy systems.

- What might happen when this kind of instruction is a focus every year in every classroom at every grade level?
- What can we expect of students who have had years of high-quality comprehension instruction? How can we continue to challenge these students?
- How much support should students get when writing?
- How can teachers help students become independent writers?
- How do we capitalize on the most useful findings of the vast and extensive world of empirical research into reading acquisition for assessing reading difficulties and for designing highly effective interventions?
- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How might we leverage parental involvement as an intervention?
- In what ways might we connect with our colleagues in other grade levels to learn from the effects of evidence-informed practices on students as they progress through the HC educational pipeline?
- How can we create a regional hotspot promoting evidence-informed practices across an entire district, luring others into the fold?
- How can we work in ways that will demonstrate achievement for our students as they leave us and enter middle school after three years of outstanding instruction? (See below.)



Along with our Literacy Needs Assessment, the Get Georgia Reading Framework (below) played a prominent role in our overarching needs assessment and data analysis process.



The following are goals we've prioritized based on these processes.

| <p>Goal 1: Continue designing, organizing, and fully implementing our evidence-informed, school-wide, Tier 1 instructional unit.</p> | | |
|--|---|---|
| <p>Needs Assessment Support:</p> <ul style="list-style-type: none"> • Teacher and leader “professional wisdom has trumped research findings that are counter to what teachers believe or are comfortable with (Walpole, 2012).” • Although an evidence-informed ELA program for core instruction for K-5 was adopted in the 2017-2018 school year, qualitative and anecdotal data show implementation is sporadic, and the research underpinnings are poorly understood by teachers and leaders. (Building Block 5b and 6b) • Disciplinary, or content area, literacy is not yet optimized in all classrooms although periodic attempts to incorporate elements of literacy have occurred. (Building Block 1d-e and 2a-b) • Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b) | | |
| Action Steps | People Responsible | Measurable Outcomes |
| Provide PL opportunities | District Leaders | Certificates of completion for virtual PL modules |
| Conduct classroom observations / debriefs of tier-one instructional unit | District Literacy Coaches Principals | Classroom observations |

| | | |
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| <p>Establish Professional Learning Communities (PLCs) to organize the school improvement cycle</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers</p> | <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● <i>Corrective Reading</i> Mastery Tests ● DIBELS Next ● Progress Monitoring data for specific interventions ● Achieve the Core Mini-Assessments ● MAP RIT ● MAP Lexiles ● RI ● GMA |
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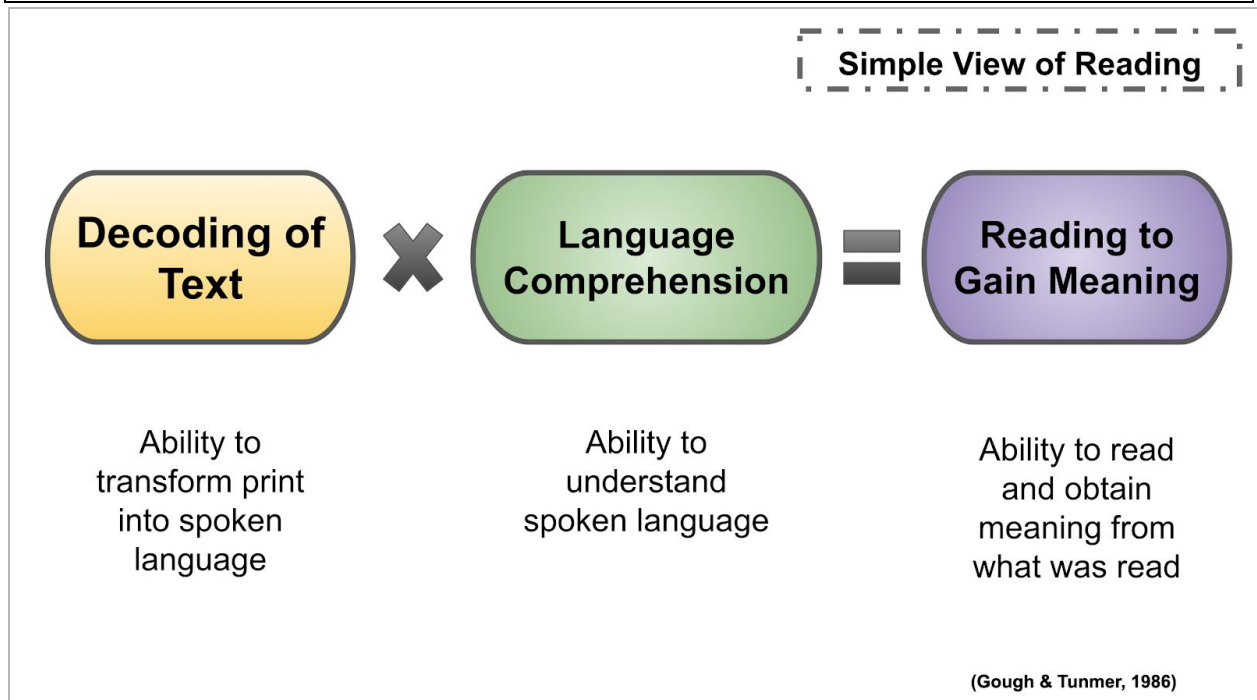
Assets needed/used:

- Open Up Resources (Bookworms K-5 core program resources)
- LETRS (online modules for the science of reading)
- Materials for program specific trainings
- Sub funds for PL
- Lesson Planning Templates
- Collaborative Planning Session Templates
- Disciplinary Texts / Text Sets

- Texts for use in Vocab / Comp
- Gifted units/resources

Research:

- (See BES Appendix)



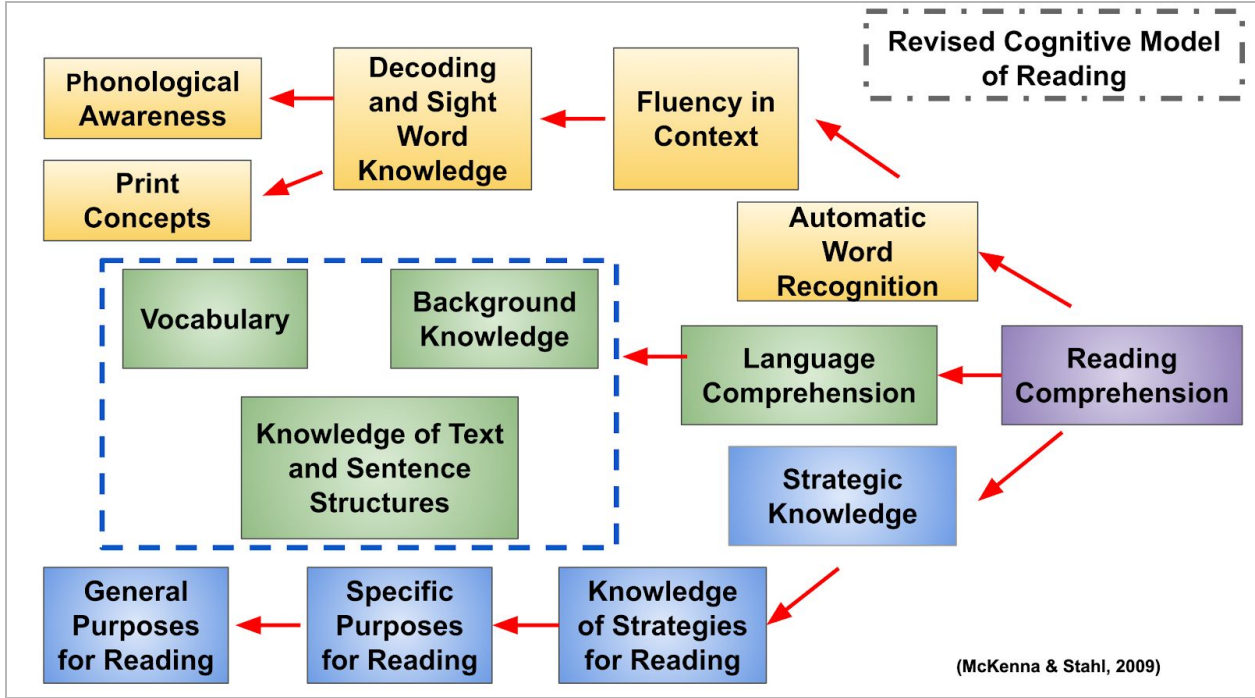
Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions.

Needs Assessment Support:

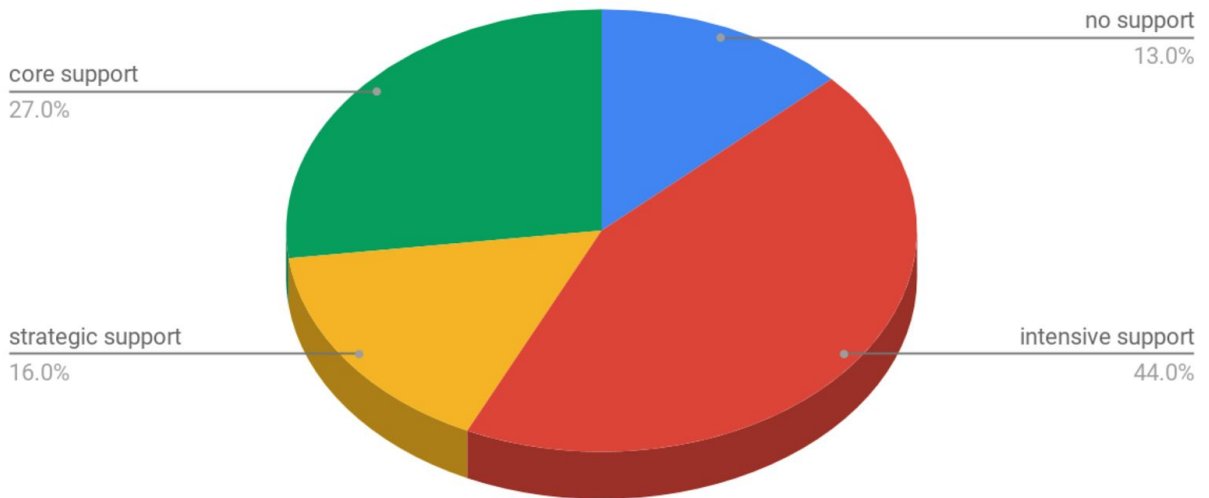
- As Tier 1 becomes more solidified, Tier 2 and Tier 3 can transform into the layered instructional support that increase in intensity, not simply a paperwork process. (Building Block 5a-d)
- Our WIN Plan data (the differentiation piece of Bookworms) show that students beginning the small group skill instruction in kindergarten are not reaching the Fluency/Comp group by January of first grade like the sequence intends. This puts each grade level behind as students advance, forcing teachers in the next grade level to struggle to bring their decoding and oral reading fluency to grade level. (See pie charts below.)
- Clearly defined instructional practices for all tiers of intervention are emerging.
- Training teachers to specialize in certain Tier 3 and specially-designed instructional practices is a prioritized need.
- Tapping parent involvement as part of a layered intervention approach has never been addressed in a systematic way, although a high percentage of parents attend school academic functions. (Building Block 1f)
- Triangulating multiple data points through the deepening understanding of the science

| <p>of reading ranks as a high priority. (Building Block 5d)</p> <ul style="list-style-type: none"> • Our most advanced / gifted students also require accelerated content. (Building Block 4c-d) • We assessed the need of building an increasing knowledge-base in evidence-informed practices around intervention models. | | |
|---|---|--|
| Action Steps | People Responsible | Measurable Outcomes |
| <p>Provide PL opportunities</p> <p>Identify teachers for specialized training in intensive interventions</p> <p>Structure schedules in ways that allow for targeted instruction</p> <p>Design and organize parent involvement events</p> <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Bring general education, special education, RTI, Title, EIP, ELL teachers, as well as SLPs and paraprofessionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation</p> <p>Establishing an interconnected system of supports in both RTI and PBIS</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> | <p>Parent surveys</p> <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> • PAST • Common Core Early Language Screener • Progress Monitoring probes with specific intervention programs • <i>Horizons</i> Mastery Tests |

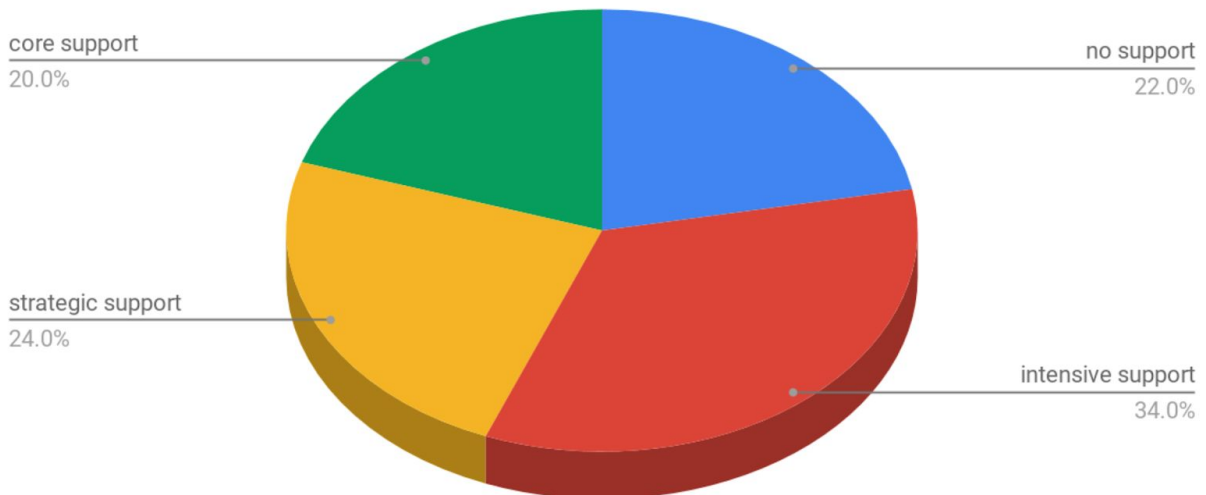
| | | |
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| | | <ul style="list-style-type: none"> • DIBELS Next |
| Assets needed/used: <ul style="list-style-type: none"> • Program materials • Program specific PL funds • Parent events materials/supplies • Sub funds for PL and peer observation | | |
| Research: <ul style="list-style-type: none"> • (See BES Appendix) | | |



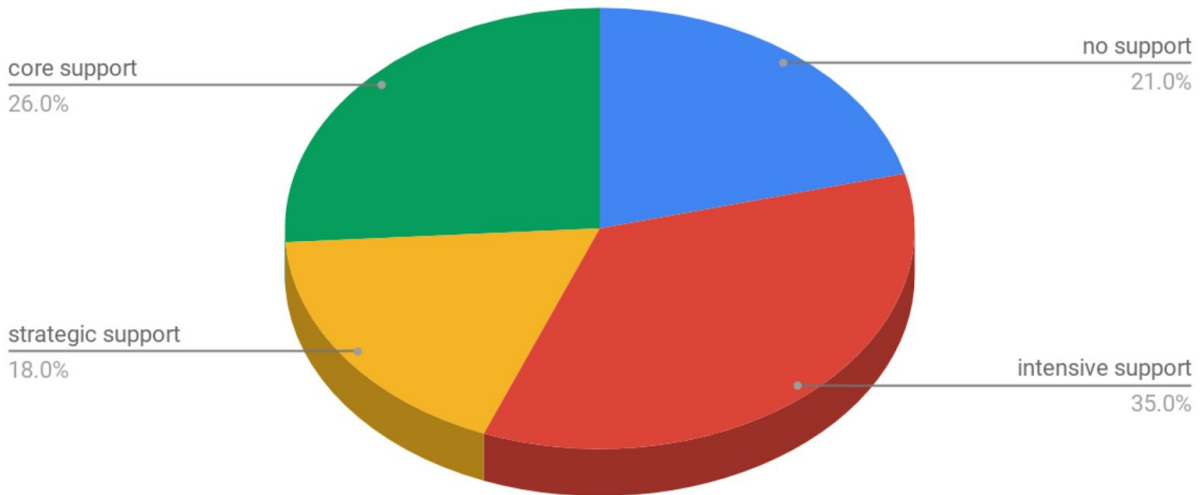
Grade 3 DIBELS Oral Reading Fluency MOY 2019-20



Grade 4 DIBELS Oral Reading Fluency MOY 2019-20



Grade 5 DIBELS Oral Reading Fluency MOY 2019-20



Goal 3: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

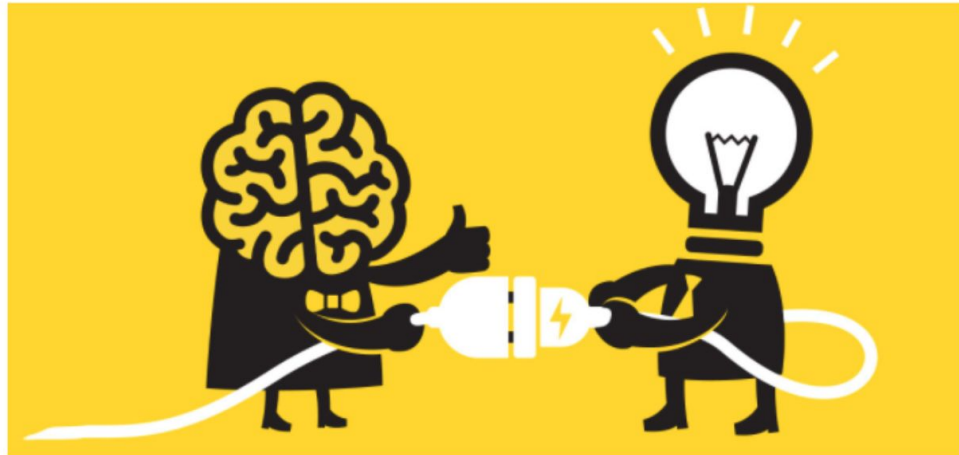
Needs Assessment Support: Building Blocks 1e, 2b, 4b, 6b

- Optimization of literacy instruction in all content areas is currently not addressed. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the curriculum. (Building Block 2b)
- As well as prioritizing reading grade level texts through our disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b)
- We need access to high-quality professional learning about content area literacy appropriate to the age range of our students. (Building Block 6b)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| <p>Link science and social studies standards to read alouds already in publication, like CKLA, Text Talk, etc.</p> <p>Create read alouds linked to social studies and science standards</p> <p>Train in reading scaffolds such as PALS, Reciprocal Teaching, and Quad Text Sets</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers of disciplinary</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> |

| | | |
|--|-----------------|---|
| <p>in the content areas</p> <p>Implement explicit instruction to build fact, conceptual, and procedural knowledge in the content areas</p> <p>Utilize cognitive science to spiral facts and concepts across the year in the content areas</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL and Bookworms</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> <p>Use <i>Writing Revolution</i> sentence stems</p> <p>Explore resources at Seeds of Science / Roots of Reading and utilize the Do-It, Talk-It, Read-It, Write-It approach</p> | <p>literacy</p> | <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Science common assessments ● Social Studies common assessments |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program specific PL funds ● Sub funds for PL and peer observation ● Classroom texts for disciplinary literacy--connected to SS/science standards ● Lesson Planning Templates ● Collaborative Planning Session Templates ● Disciplinary Texts / Text Sets | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See BES Appendix) | | |

Knowledge = Driving Force



(Elleman & Compton, 2017)

Goal 4: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in young children.

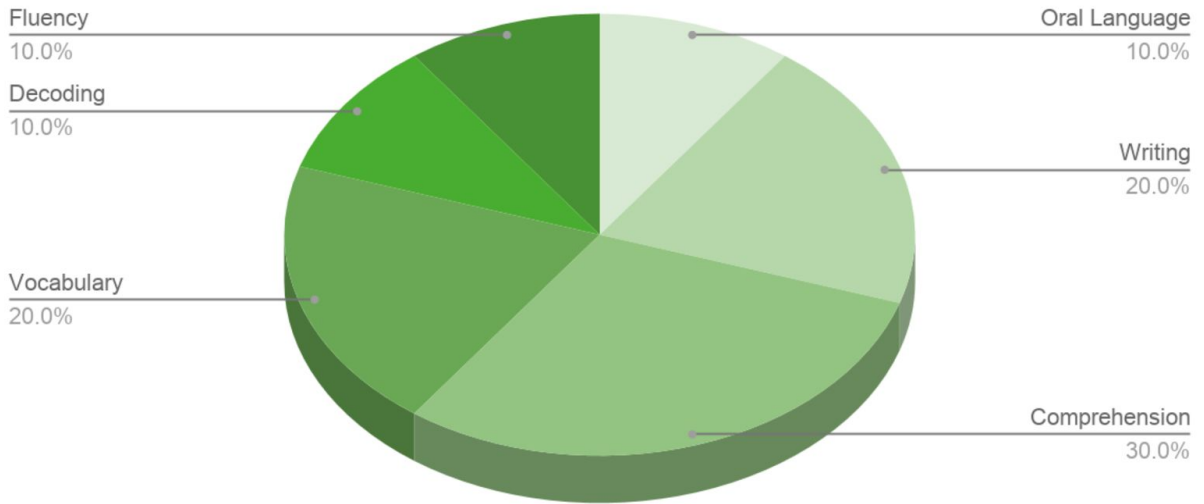
Needs Assessment Support:

- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)

| Action Steps | People Responsible | Measurable Outcomes |
|--|---|---|
| <p>Viewing online writing modules (Comprehensive Reading Solutions)</p> <ul style="list-style-type: none"> • Writing Development • Elementary Writing Instruction • Elementary Writing Assessment • Sentence Composing • Writing and Differentiated Reading Instruction <p>Analyzing the writing instruction included in Bookworms</p> <p>Provide teachers structured</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> |

| | | |
|---|--|--|
| <p>autonomy with a variety of resources and structures based on the evidence-informed practices learned in PL:</p> <ul style="list-style-type: none"> ● Writing for Understanding ● Self-Regulated Strategy Development (SRSD) ● Writing Revolution ● Reciprocal nature of reading and writing <p>Focus on writing at the sentence level in all content areas</p> <p>Engaging in the work of the PLC through writing sample norming sessions</p> <p>Analysis of Achieve the Core Mini-Assessments</p> | | <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Achieve the Core Mini-Assessments ● RI |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program specific PL funds ● Sub funds for PL and peer observation ● Classroom texts for disciplinary literacy--connected to SS/science standards ● Lesson Planning Templates ● Collaborative Planning Session Templates | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See BES Appendix) | | |

Grades 3-5 Instructional Diet



Section 8 School Plan--TPS

School History

Tallapoosa Primary School is part of the Haralson County School System located in Tallapoosa, a small rural town in West Georgia. In the fall of 2003 a new building was opened to replace the original school building which was built in 1936. The new building consists of 3 wings which houses grades Kindergarten to second grade. Prek is located in a modular unit adjacent to the K-2 units. Tallapoosa Primary serves approximately 436 students in grades prek – 2nd with 218 males and 218 females. The student body is made up of 92% Caucasian, 3.5% Multi-racial, 2% Hispanic, and 2.5% African American. Faculty members, families, and community members take a lot of pride in making Tallapoosa Primary an excellent place for students to learn and grow.

Administrative and Leadership Team

Administrative Team:

Jenstie Johns, Principal; Lynn Walker, Assistant Principal; Crystal Alred, Academic/Literacy Coach Tallapoosa Primary and West Haralson Elementary

Leadership Team:

Taylor Proctor - PK, Vicki McSwain- K, Sean Burnette- 1st Grade, Chelsea Farmer- 2nd Grade, April Sheridan- CHAMPS, Beth Golden- Sp. Ed., Lisa Parris- Counselor, Heather Whitton - Media Specialist, Crystal Alred - Academic/Literacy Coach, Lynn Walker - AP, Jenstie Johns - Principal

District ELA/Literacy Team:

Renae Reynolds - K, DeeAnn Robinson- 1st Grade, Mallory McSwain - 2nd Grade, Crystal Alred - Academic/Literacy Coach

Community Assets

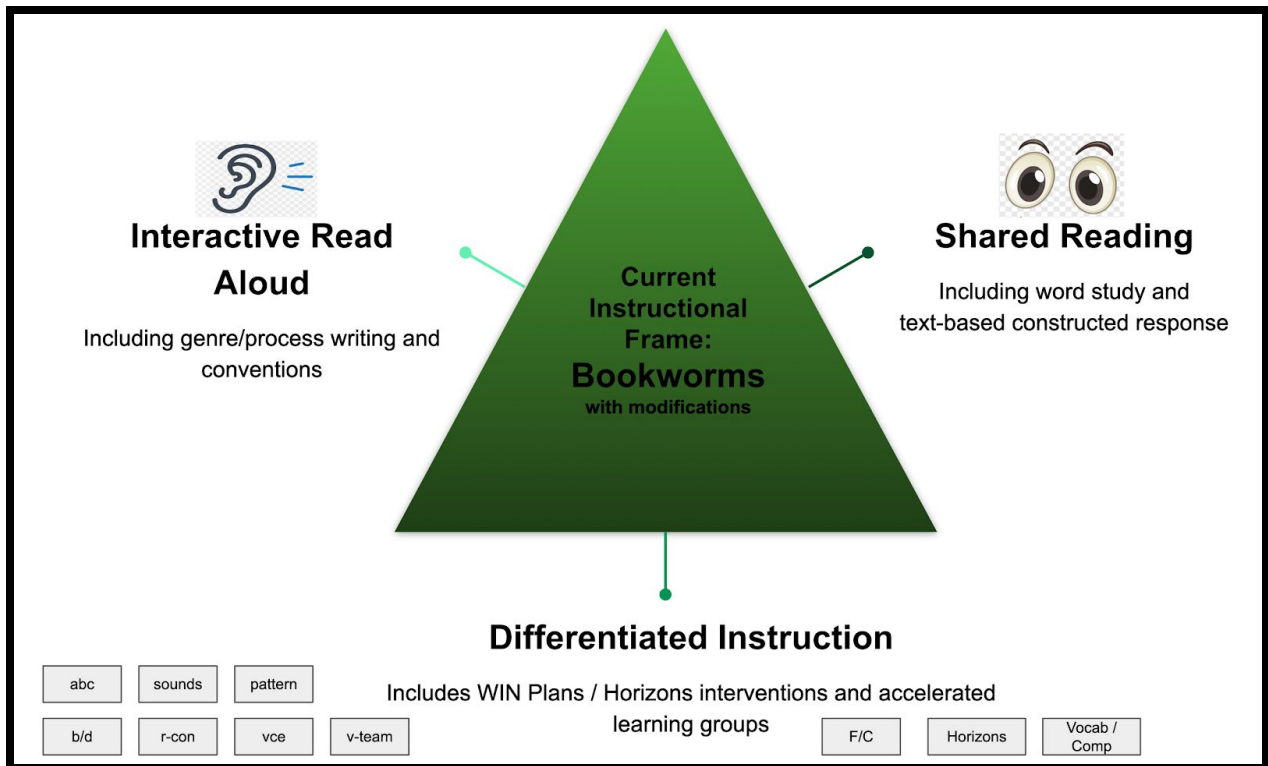
Numerous businesses throughout the community attend our Annual Pinto Bean Luncheon. During this event stakeholders get to witness firsthand the soft skills we are instilling in our students, tour our facility and sign up to partner with or volunteer at our school. Our 2nd graders tour the CTAE Department at Haralson County High School and West Georgia Technical College annually. Local Restaurants such as Jack's, Papa John's, Chick Fil-A, and Kimball's provide incentives for our students to have good attendance, read more and/or have high academic achievement. Our local churches provide food for our low income students on the weekends through the Backpack Program and they provide hot meals to our families every Monday and Thursday evening. University of West Georgia provides teacher interns from their teaching program. They also provide access to their Innovations Lab and Mobile STEM Lab.

NWGa RESA provides professional learning and support for our teachers. West Georgia Youth Science and Technology Center provides activities and summer camps for our students and professional learning for our teachers. Georgia Farm Bureau also provides lessons for students as well as training and support for teachers.

Past Instructional Initiatives

- Reading First
- Thinking Maps

Current Instructional Initiatives



Individual School Professional Learning Needs

- LETRS
- Bookworms 2.0
- Role of advanced phonemic awareness in word-level reading-- orthographic mapping / phonological proficiency
- Disciplinary Literacy
- Data Analysis
- Acceleration
- Interconnected Systems--RTI and PBIS
- *Horizons*
- *Spelling Mastery*

- *EduCeri* (grammar)
- *Fast-Start Early Readers*
- *Lindamood Phoneme Sequencing Program*
- *Talkies* for Oral Language Comprehension and Expression
- *Let's Know!* from Language and Reading Research Consortium
- Center for Gifted Education at the College of William and Mary Units
- Advanced Curriculum by Vanderbilt University

Need for an L4GA Project

At TPS, we have begun the process of aligning our literacy practices to the standards, the science of reading, and to the instructional framework we've adopted--Bookworms. Although the process is ongoing, cyclical, and sometimes bumpy and uncomfortable, our teachers and leaders have continually worked together to grow independent and proficient readers, writers, thinkers, and learners. In short, as Dr. Duke explains, "Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have." We strive to make this *problem* a reality and both accomplish and avoid what she details here (Nell, et al., 2011).

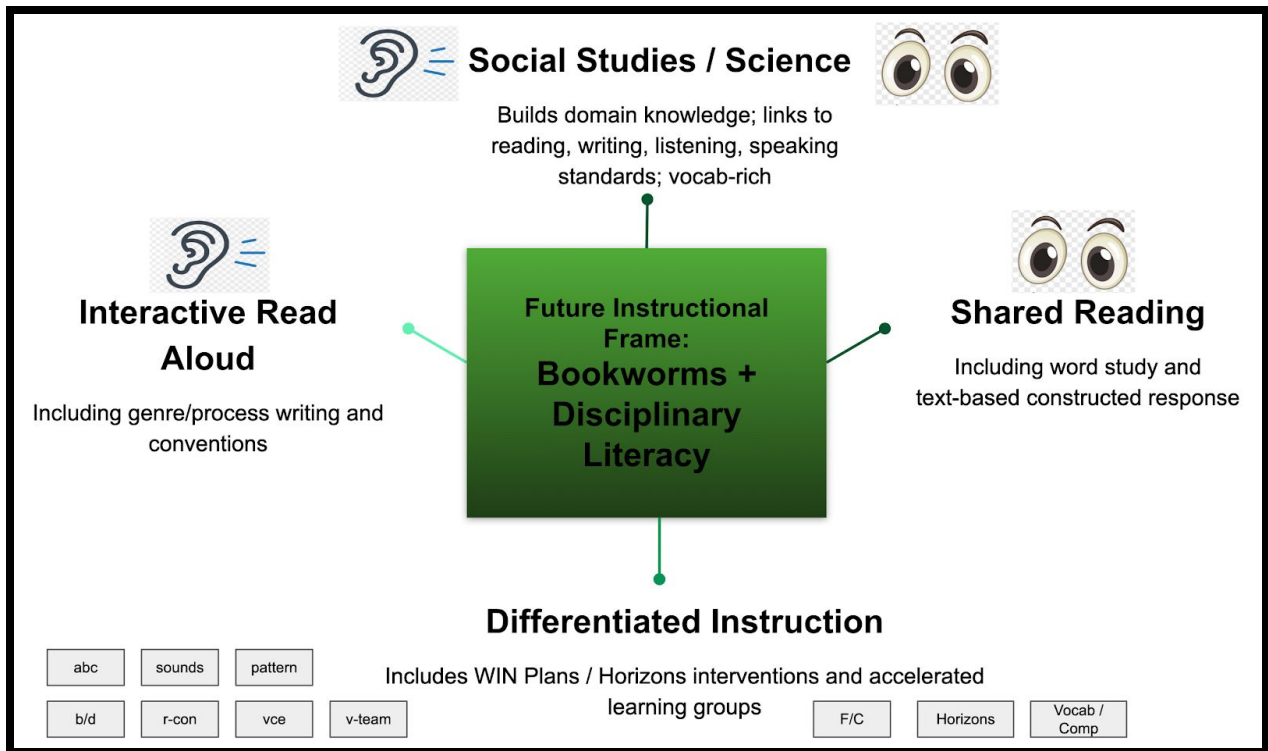
Teachers can even overcome disadvantages in reading comprehension that students bring to school. For example, Snow, Barnes, Chandler, Goodman, and Hemphill (1991) found that students whose home environments were poor with respect to promoting reading comprehension development nonetheless made adequate progress in reading comprehension if they had strong teachers of reading comprehension for two consecutive years. If otherwise similar students had a strong comprehension teacher for only one year, only 25% made adequate progress, and none of the students who experienced two years of poor comprehension instruction overcame the effects of poor support for reading comprehension development at home. In sum, teachers matter, especially for complex cognitive tasks like reading for understanding (pg. 51).

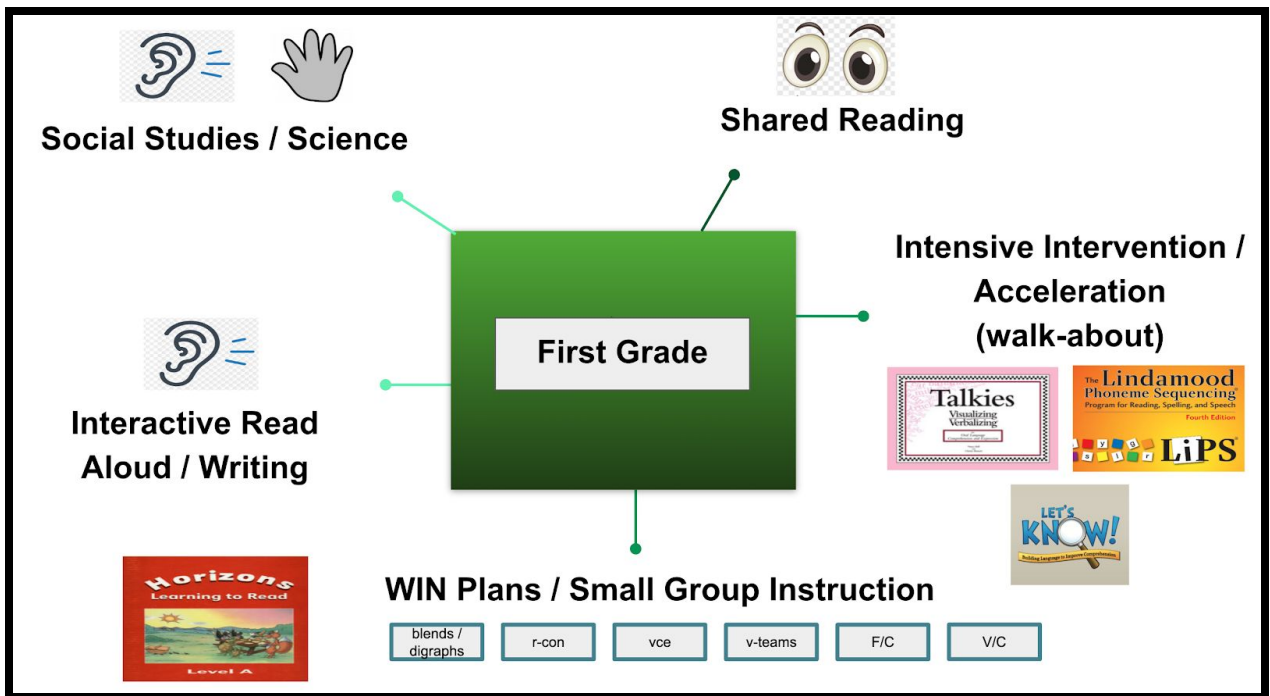
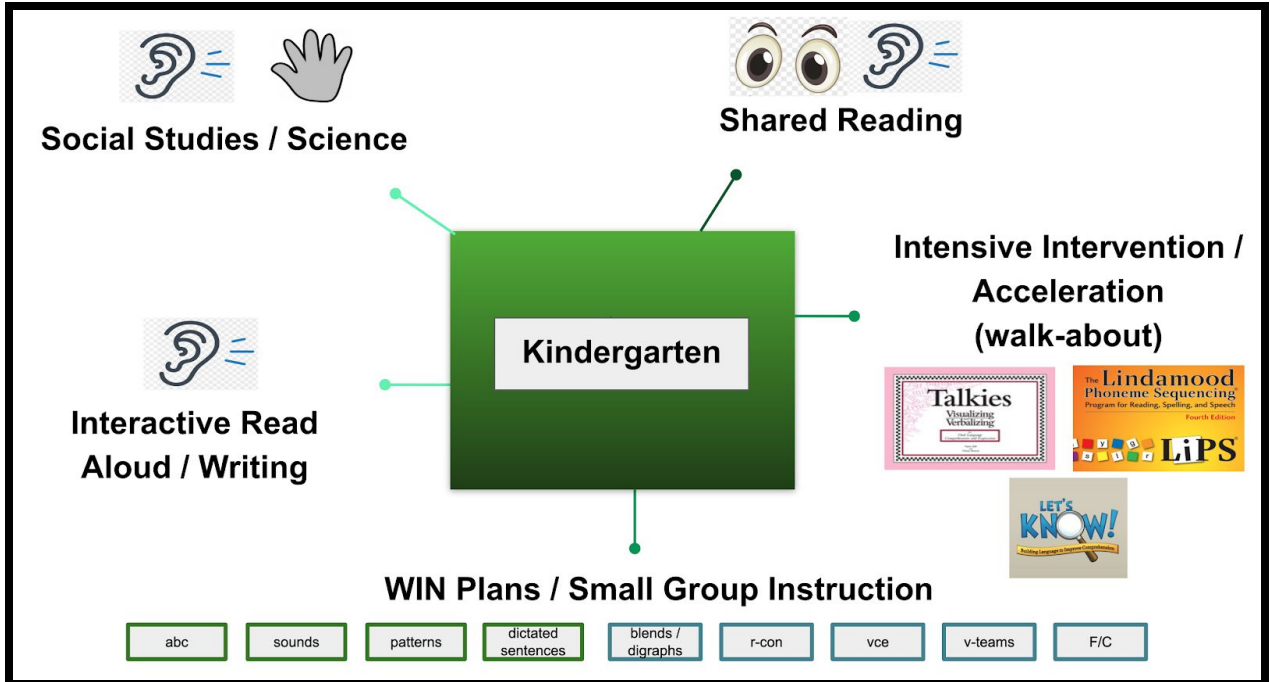
Because we are a small, rural school with 100% free and reduced lunch recipients, we have struggled to fund the initiatives we've undertaken. Grant funding would enable us to continue the work, drastically ramping up our efforts in the professional learning and material resources domains.

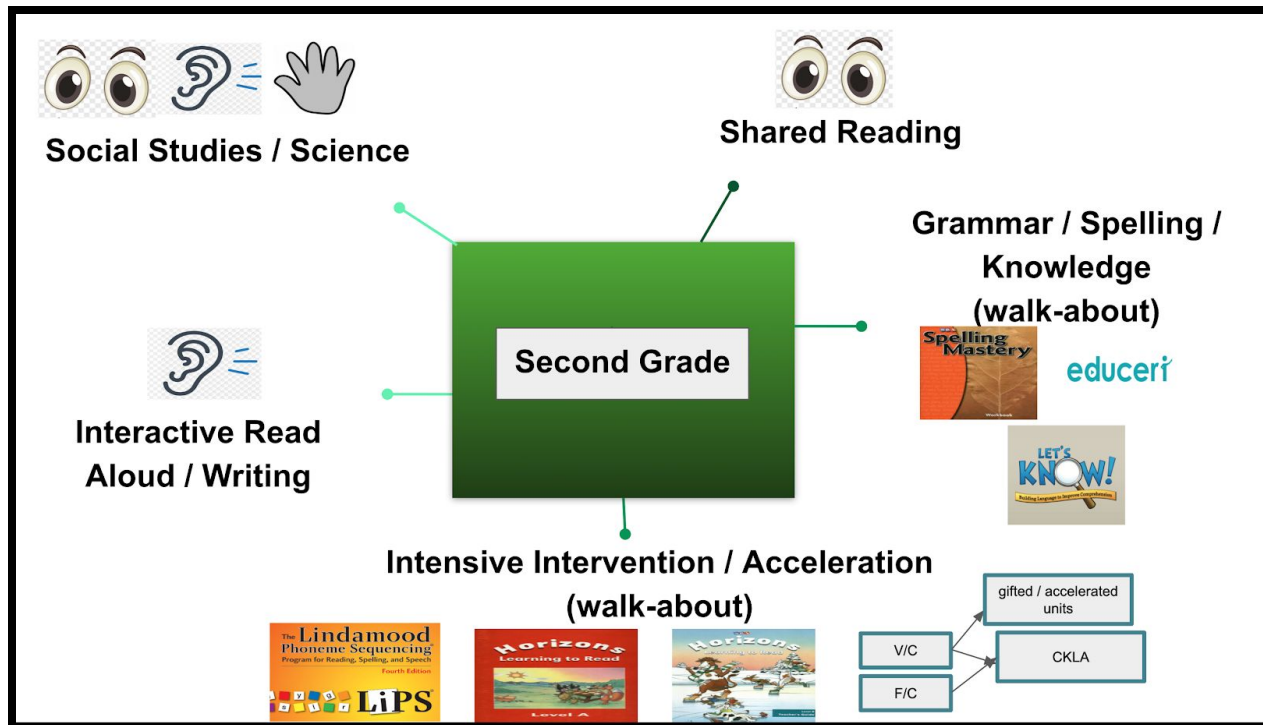
This grant opportunity also facilitates our collaboration with others around the state and nation to learn from best practices where other schools, like ours, have beaten the odds in the literacy growth and achievement of their students. Our research efforts for this grant alone have generated numerous resources that we now know are available to us. For example, we've partnered with leaders in Butts County to hear first hand of similar struggles they've had with implementation of the Bookworms curriculum. Having our concerns validated and a place to

inquire has been a great support. In like manner, Ohio’s Striving Readers Conference has been made digitally available along with presentation materials, facilitator’s guides, and other supportive resources. As a school team and in conjunction with our district leadership, we are excited about the opportunities to learn from others and put evidence-informed practices to work for us, especially in the area of advanced phonemic awareness, oral language comprehension, explicit writing instruction, parent involvement as intervention, and disciplinary literacy.

The following are graphics we mocked to help us visualize some of the structures we would like to continue to develop, further solidify, and design as our knowledge base grows.







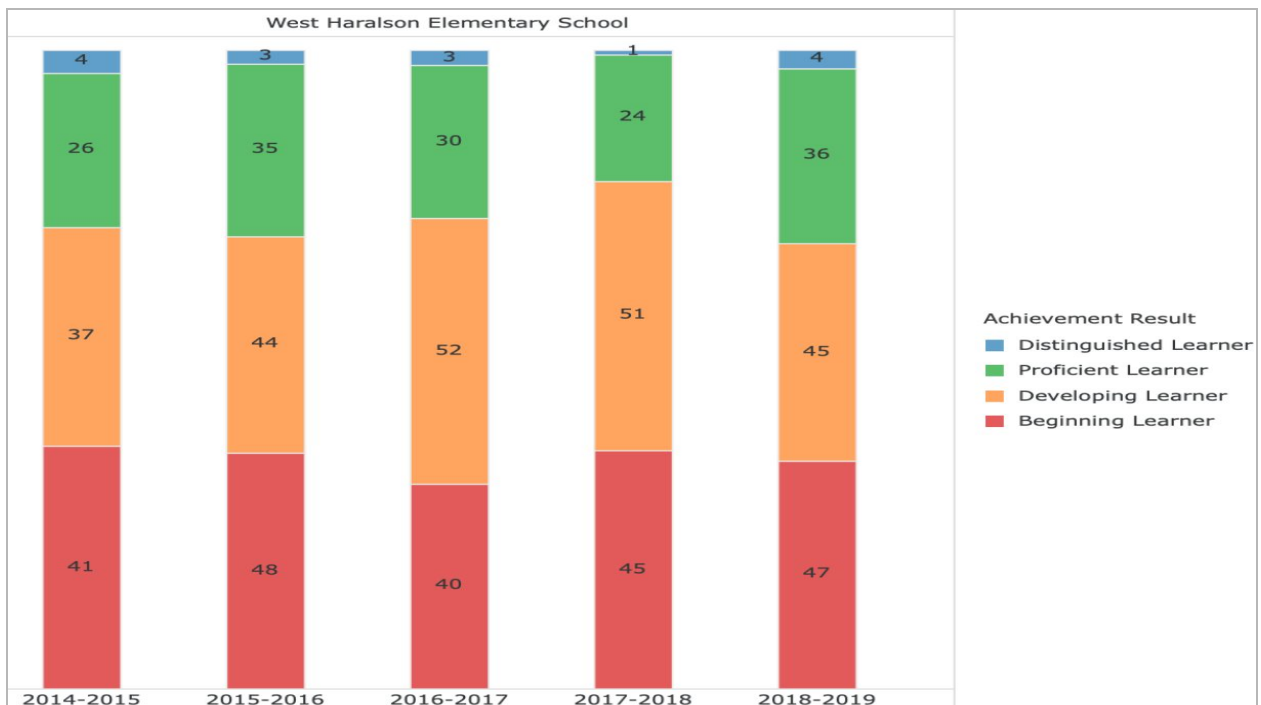
The grant also provides an impetus for further inquiry and questioning. When we started down the road of implementing a gold-standard core program like Bookworms a few years ago, little did we know about the difficulties we would face, the questions we would ask and be asked, the struggles to make the best decisions for our students’ growth and achievement in literacy and beyond. And although we’ve managed to move through it, grant funding would create a much needed foundation for this difficult work because it mandates we continue to grow our knowledge base, stay the course, and delve deeper into the reading issues students present. Because we are beholden to others, we have a greater drive to connect the dots, ensuring all the puzzle pieces fit together in ways that challenge and accelerate our students while providing a safety net so we don’t continue to lose students in the cracks of a faulty system of literacy instruction across the years of their schooling. It has also brought our schools, on either side of the county, together in more substantive ways. Even our school improvement plans and vertical collaborative approaches are aligning through this effort, and we look forward to capitalizing on this cooperation.

Some of the questions we hope to explore over the course of this grant may even help others as they pursue rebuilding their school-wide and district-wide literacy systems.

- What might happen when this kind of instruction is a focus every year in every classroom at every grade level?
- What can we expect of students who have had years of high-quality comprehension instruction? How can we continue to challenge these students?

- When should teachers begin composing instruction?
- When and how should students use invented spelling?
- How much practice do students need to learn the central features of an opinion essay?
- How much support should students get when writing?
- How can teachers help students become independent writers?
- How do we capitalize on the most useful findings of the vast and extensive world of empirical research into reading acquisition for assessing reading difficulties and for designing highly effective interventions?
- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How might we leverage parental involvement as an intervention?
- In what ways might we connect with our colleagues in other grade levels to learn from the effects of evidence-informed practices on students as they progress through the HC educational pipeline?
- How can we create a regional hotspot promoting evidence-informed practices across an entire district, luring others into the fold?
- How can we work in evidence-informed ways that will demonstrate achievement for our students as they enter third grade at the elementary school? (See below.)

3rd Grade Achievement Levels



Along with our Literacy Needs Assessment, the Get Georgia Reading Framework (below) played a prominent role in our overarching needs assessment and data analysis process.



The following are goals we’ve prioritized based on these processes.

Goal 1: Continue designing, organizing, and fully implementing our evidence-informed, school-wide, Tier 1 instructional unit.

Needs Assessment Support:

- Teacher and leader “professional wisdom has trumped research findings that are counter to what teachers believe or are comfortable with (Walpole, 2012).”
- Although an evidence-informed ELA program for core instruction for K-5 was adopted in the 2017-2018 school year, qualitative and anecdotal data show implementation is sporadic, and the research underpinnings are poorly understood by teachers and leaders. (Building Block 5b and 6b)
- Our primary core programs focus on building foundational skills in word level reading and language comprehension; however, where the provided resources are underutilized, student literacy growth and achievement stagnates. (Building Block 4a)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| Provide PL opportunities Design sounds walls in each classroom | District Leaders District Literacy Coaches Principals | Certificates of completion for virtual PL modules Classroom observations |

| | | |
|--|--|---|
| <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Establish Professional Learning Communities (PLCs) to organize the school improvement cycle</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers</p> | <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● WIN Plans ● <i>Horizons</i> Mastery Tests ● DIBELS Next ● Progress Monitoring data for specific interventions ● MAP RIT ● MAP Lexiles |
|--|--|---|

- Assets needed/used:**
- Open Up Resources (Bookworms K-5 core program resources)
 - LETRS (online modules for the science of reading)
 - Materials for program specific trainings
 - Sub funds for PL
 - Lesson Planning Templates
 - Collaborative Planning Session Templates
 - Decodable readers

- Research:**
- (See TPS Appendix)

Simple View of Reading



Ability to transform print into spoken language

Ability to understand spoken language

Ability to read and obtain meaning from what was read

(Gough & Tunmer, 1986)

Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions.

Needs Assessment Support:

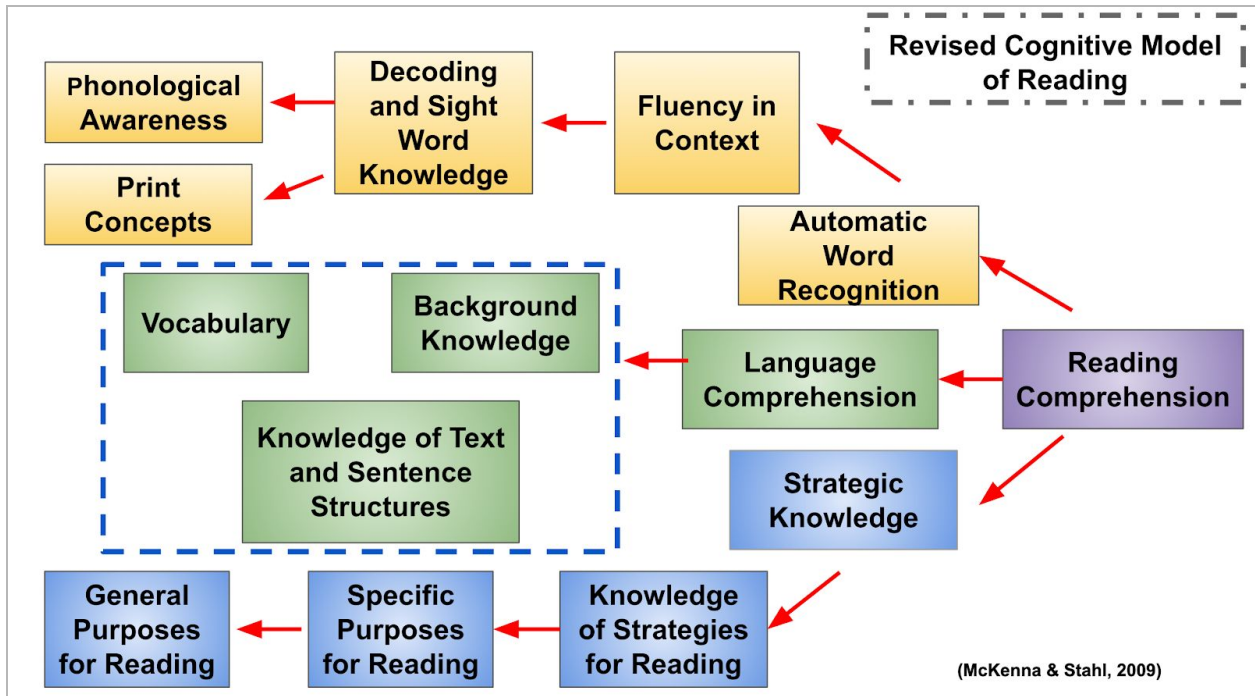
- As Tier 1 becomes more solidified, Tier 2 and Tier 3 can transform into the layered instructional support that increases in intensity, not simply a paperwork process. (Building Block 5a-d)
- Our WIN Plan data (the differentiation piece of Bookworms) show that students beginning the small group skill instruction in kindergarten are not reaching the Fluency/Comp group by January of first grade like the sequence intends. This puts each grade level behind as students advance, forcing teachers in the next grade level to struggle to bring their decoding and oral reading fluency to grade level. (See pie charts below.)
- Clearly defined instructional practices for all tiers of intervention are emerging.
- Training teachers to specialize in certain Tier 3 and specially-designed instructional practices is a prioritized need.
- Tapping parent involvement as part of a layered intervention approach has never been addressed in a systematic way, although a high percentage of parents attend school academic functions. (Building Block 1f)
- Triangulating multiple data points through the deepening understanding of the science of reading ranks as a high priority. (Building Block 5d)
- Our most advanced / gifted students also require accelerated content. (Building Block 4c-d)
- We assessed the need of building an increasing knowledge-base in evidence-informed practices around intervention models.

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| <p>Provide PL opportunities</p> <p>Identify teachers for specialized training in intensive interventions</p> <p>Structure schedules in ways that allow for targeted instruction</p> <p>Design and organize parent involvement events</p> <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Bring general education, special education, RtI, Title, EIP, ELL teachers, as well as SLPs and paraprofessionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation</p> <p>Establishing an interconnected system of supports in both RTI and PBIS</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> | <p>Parent surveys</p> <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● PAST ● Common Core Early Language Screener ● Progress Monitoring probes with specific intervention programs ● <i>Horizons</i> Mastery Tests ● DIBELS Next |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies | | |

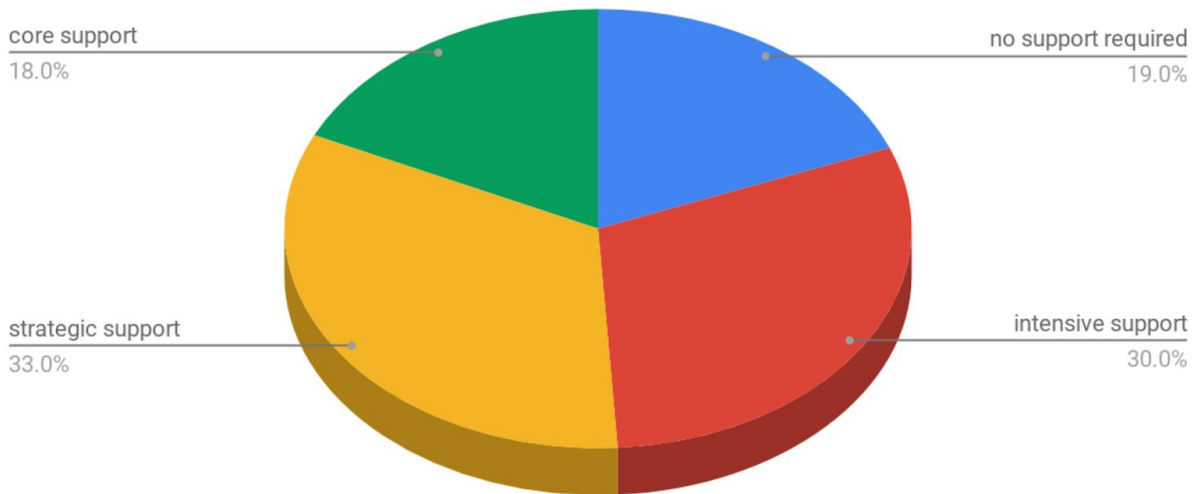
- Sub funds for PL and peer observation

Research:

- (See TPS Appendix)



Grade 1 DIBELS Oral Reading Fluency MOY 2019-20



Goal 3: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

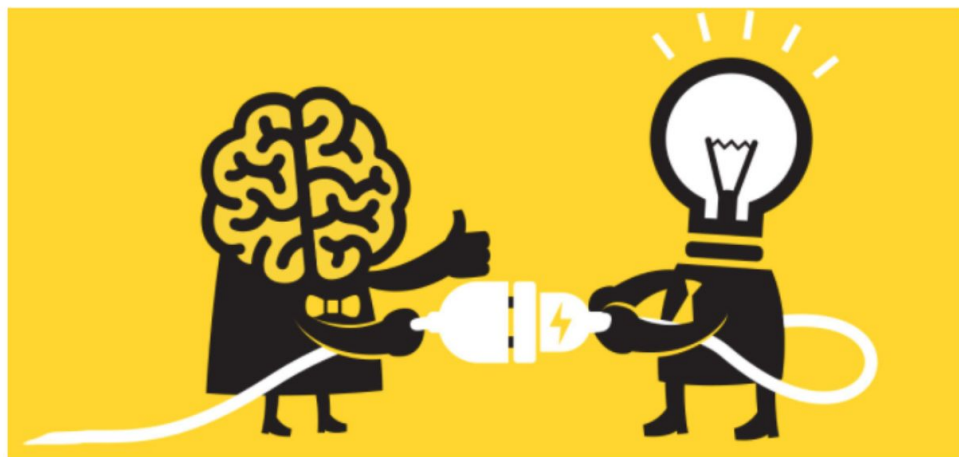
Needs Assessment Support: Building Blocks 1e, 2b, 4b, 6b

- Optimization of literacy instruction in all content areas is currently not addressed. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the curriculum. (Building Block 2b)
- As well as prioritizing read alouds and oral language comprehension through the disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b)
- We need access to high-quality professional learning about content area literacy appropriate to the age range of our students. (Building Block 6b)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|--|
| <p>Link science and social studies standards to read alouds already in publication, like CKLA, Text Talk, etc.</p> <p>Create read alouds linked to social studies and science standards</p> <p>Participate in PL around oral language comprehension, explicit vocabulary instruction, and writing stems</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL and Bookworms</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> <p>Use <i>Writing Revolution</i> sentence stems</p> <p>Explore resources at Seeds of Science / Roots of Reading</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets: <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT </p> |

| | | |
|--|--|--|
| and utilize the Do-It, Talk-It, Read-It, Write-It approach | | |
| Assets needed/used: <ul style="list-style-type: none"> • Program materials • Program specific PL funds • Parent events materials/supplies • Sub funds for PL • Lesson Planning Templates • Collaborative Planning Session Templates • Disciplinary Texts / Text Sets | | |
| Research: <ul style="list-style-type: none"> • (See TPS Appendix) | | |

Knowledge = Driving Force



(Elleman & Compton, 2017)

Goal 4: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in young children.

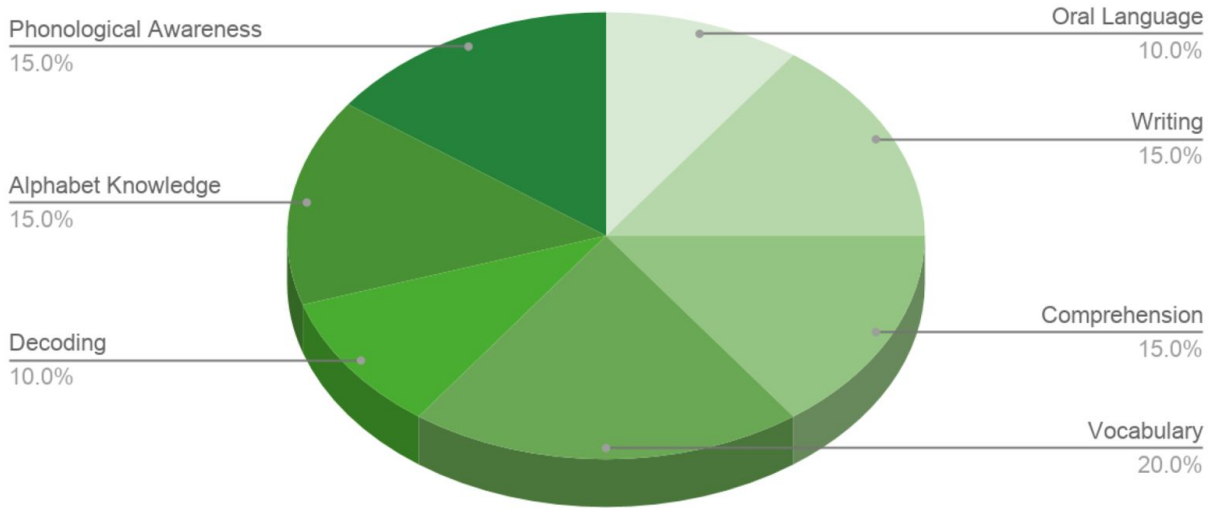
Needs Assessment Support:

- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)

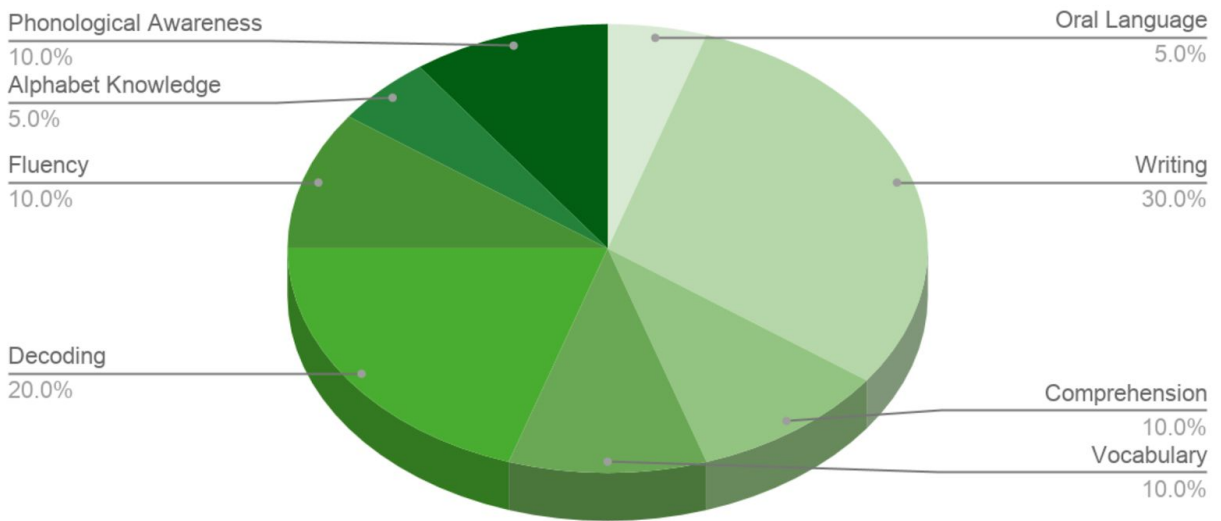
| Action Steps | People Responsible | Measurable Outcomes |
|--|---|--|
| Viewing online writing modules (Comprehensive Reading Solutions) | District Literacy Coaches Principals | Classroom observations Walkthrough data |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> ● Writing Development ● Elementary Writing Instruction ● Elementary Writing Assessment ● Sentence Composing ● Writing and Differentiated Reading Instruction ● Handwriting <p>Analyzing the writing instruction included in Bookworms</p> <p>Experimenting with a variety of resources and structures based on the evidence-informed practices learned in PL</p> | <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers</p> | <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Spelling inventory</p> <p>Handwriting rubric</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies ● Sub funds for PL ● Lesson Planning Templates ● Collaborative Planning Session Templates | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See TPS Appendix) | | |

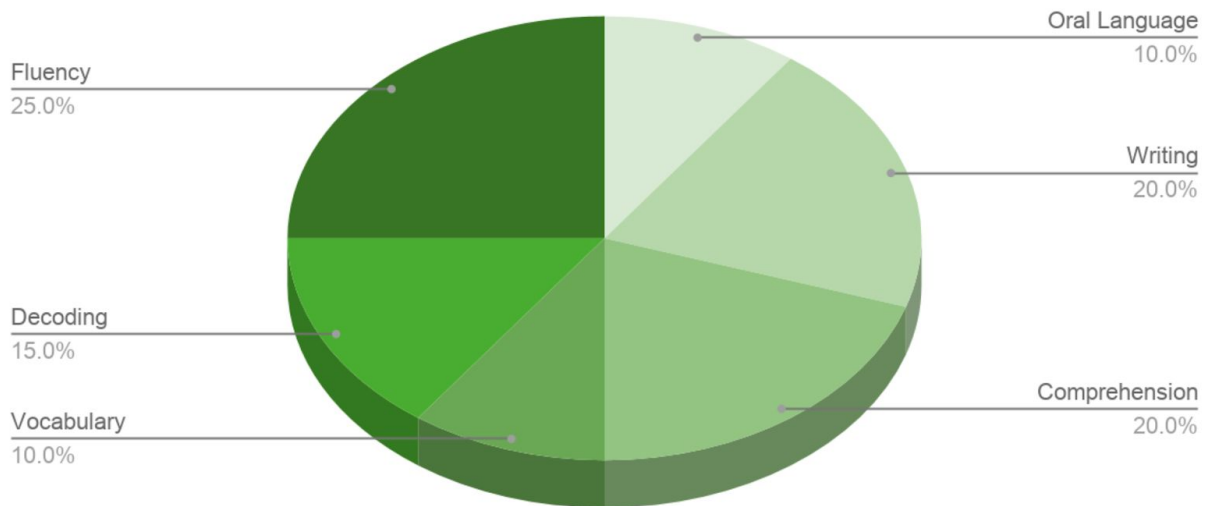
Kindergarten Instructional Diet



Grade 1 Instructional Diet



Grade 2 Instructional Diet



Section 8 School Plan--HCMS

School History

Haralson County Middle School (HCMS) has been a fixture in the community it proudly served for almost a quarter-century. Haralson County Middle School serves approximately 872 students in grades 6-8 with males and females. The student body is made up of 92% Caucasian, 3.5% Multi-racial, 2% Hispanic, and 2.5% African American. Tallapoosa's Students with Disabilities population is 15.4%, and they are served by four teachers and four paraprofessionals in both inclusion and resource settings. The history of HCMS is one born out of consolidation, followed by periods of intense struggle, culminating in a highly efficacious school dedicated to continuous improvement. HCMS first opened its doors to students in 1996, when the students and faculty from Buchanan, Waco, and West Haralson Junior High Schools left their old mascots behind to unite as Rebels. For the first half of its existence, HCMS was plagued by excessive discipline issues, high staff turnover, and poor morale, all of which provided fertile ground for a culture of negativity. In 2010, a new administrative team was put in place and charged with the task of "fixing" the school. This process began with a critical review of instructional practices and personnel. At the end of the 2010-2011 school year, HCMS made Adequate Yearly Progress for the first time in its history. This was a watershed event for the school because it proved to the faculty, students, and community that the school could be successful. After this, the culture of the school began to change dramatically. Over the course of the past decade, HCMS students have consistently performed at or above state averages in all academic areas. Additionally, several members of the faculty have been recognized for their accomplishments at the state and national levels. Today, HCMS enjoys a culture built upon achievement, growth, innovation and success. Moreover, the school recently received a five star climate rating from the GADOE; as well as, a Distinguished rating for its work with Positive Behavior Interventions and Supports.

Administrative and Leadership Team

Administrative Team:

Jodi Cash, Principal; Bill Robinson, Assistant Principal; Kim Causey, Assistant Principal

Leadership Team:

Jodi Cash - Principal, Bill Robinson - AP, Kim Causey - AP, Wendy Worthy - Counselor, Haley Wade - ELA Collaborator, Ashley Coggins - Math Collaborator, Amy Duke - SS Collaborator and 6th Grade Hall Leader, Mike Casey - Science Collaborator, Phillip Young - Gifted and Data Coordinator, Toni Patterson - Lead Sp. Ed. Teacher, Shane Herringdine - 7th Grade Hall Leader, Sara Brumbaugh - 8th Grade Hall Leader, Laura Murphy - Connections Hall Leader, Maegan Rutherford - STEM Coordinator, Donna Clark - RTI Coordinator/Support Teacher/Graduate 1st Team Leader

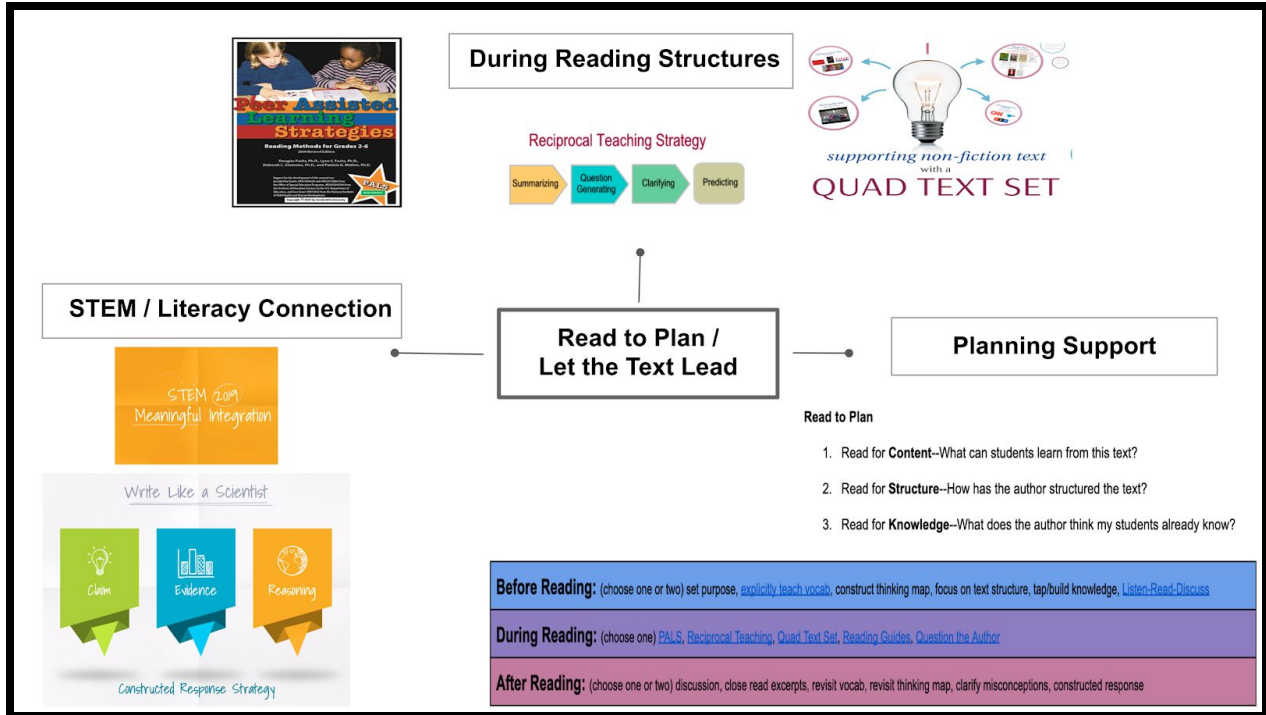
Community Assets

STEM Days and Nights at HCMS involve community members coming in to facilitate and participate in these events. UWG GYSTC provides STEM training, summer camps for our students, and materials/resources for our events. The Science Fair includes people from different businesses coming in to judge the projects. Our Seventh grade hall hosts a Career Day where numerous local businesses come in to share and educate our students about their business/ occupation. Many of our STEM Professional Learnings include community members from the Haralson Chamber of Commerce and other business leaders that come to speak to our staff about upcoming projects in the community and their professional pathways. Many Parts of Tallapoosa has partnered with HCMS to provide an internship to some of our students. Our HCMS STEM Class has a partnership with the Department of Natural Resources and have recently taken a field trip to the Tallapoosa water plant. Our Student Council members have completed several community projects such as “Socktober,” a Canned Food drive, both of which the items were donated to the local Christian Community Council. They have also participated in the Toys for Tots drive and went to the Buchanan and Tallapoosa police and fire departments to provide them with treats to show our appreciation. Our Robotics teams work with Honda Precision Parts in Tallapoosa for STEM projects and Robotics competitions. We recently partnered with Georgia Power, and they are going to bring their mobile machine shop for our students to tour and explore. Our counseling department works with multiple outside agencies such as CHINS, DJJ, The Phoenix, Haralson Behavioral Health, and WIN Georgia to provide more intensive care and support for our students. We also have several local churches that contribute to HCMS in order to provide backpacks of food to go home with our students each week.

Past Instructional Initiatives

- Ready Resources
- Thinking Maps
- Daily Grammar Practice
- GADOE ELA Units
- Morphology Stems

Current Instructional Initiatives



Individual School Professional Learning Needs

- Read to Plan / Let the Text Lead Phase 2:
 - Listen-Read-Discuss
 - Reading Guides
 - Collaborative Reasoning
 - Question the Author
- Disciplinary Literacy
- Teaching with Complex Texts
- Writing Across the Disciplines
- Direct Instruction and the Role of Cognitive Science in Disciplinary Literacy
- Data Analysis
- Interconnected Systems--RtI and PBIS
- *Writing Revolution*
- *Self-Regulated Strategy Development*

Need for an L4GA Project

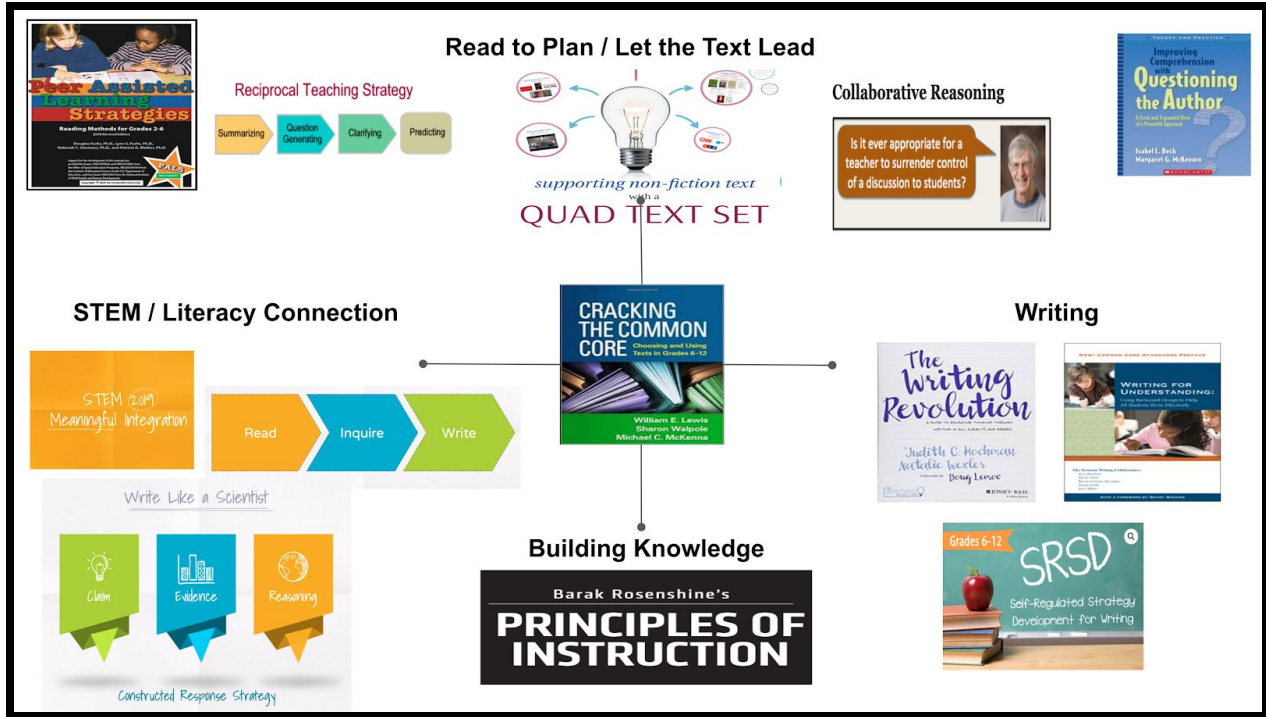
At HCMS, we have begun the process of aligning our literacy practices to the standards, the science of reading, and to the instructional framework we've adopted--Read to Plan / Let the Text Lead. Although the process is ongoing, cyclical, and sometimes bumpy and uncomfortable, our teachers and leaders have continually worked together to grow independent and proficient readers, writers, thinkers, and learners. In short, as Dr. Duke explains, "Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have." We strive to make this *problem* a reality and both accomplish and avoid what she details here (Nell, et al., 2011).

Teachers can even overcome disadvantages in reading comprehension that students bring to school. For example, Snow, Barnes, Chandler, Goodman, and Hemphill (1991) found that students whose home environments were poor with respect to promoting reading comprehension development nonetheless made adequate progress in reading comprehension if they had strong teachers of reading comprehension for two consecutive years. If otherwise similar students had a strong comprehension teacher for only one year, only 25% made adequate progress, and none of the students who experienced two years of poor comprehension instruction overcame the effects of poor support for reading comprehension development at home. In sum, teachers matter, especially for complex cognitive tasks like reading for understanding (pg. 51).

Because we are a small, rural school with 100% free and reduced lunch recipients, we have struggled to fund the initiatives we've undertaken. Grant funding would enable us to continue the work, drastically ramping up our efforts in the professional learning and material resources domains.

This grant opportunity also facilitates our collaboration with others around the state and nation to learn from best practices where other schools, like ours, have beaten the odds in the literacy growth and achievement of their students. Our research efforts for this grant alone have generated numerous resources that we now know are available to us. For example, Ohio's Striving Readers Conference has been made digitally available along with presentation materials, facilitator's guides, and other supportive resources. These resources, in conjunction with our phase one efforts tied to Comprehensive Reading Solutions, provide a much needed roadmap for the next five years. As a school team and in cooperation with our district leadership, we are excited about the opportunities to learn from others and put evidence-informed practices to work for us, especially in the area of explicit writing instruction, scaffolds for grappling with complex text, and disciplinary literacy.

The following graphic helps us visualize some of the structures we would like to continue to develop, further solidify, and design as our knowledge base grows.

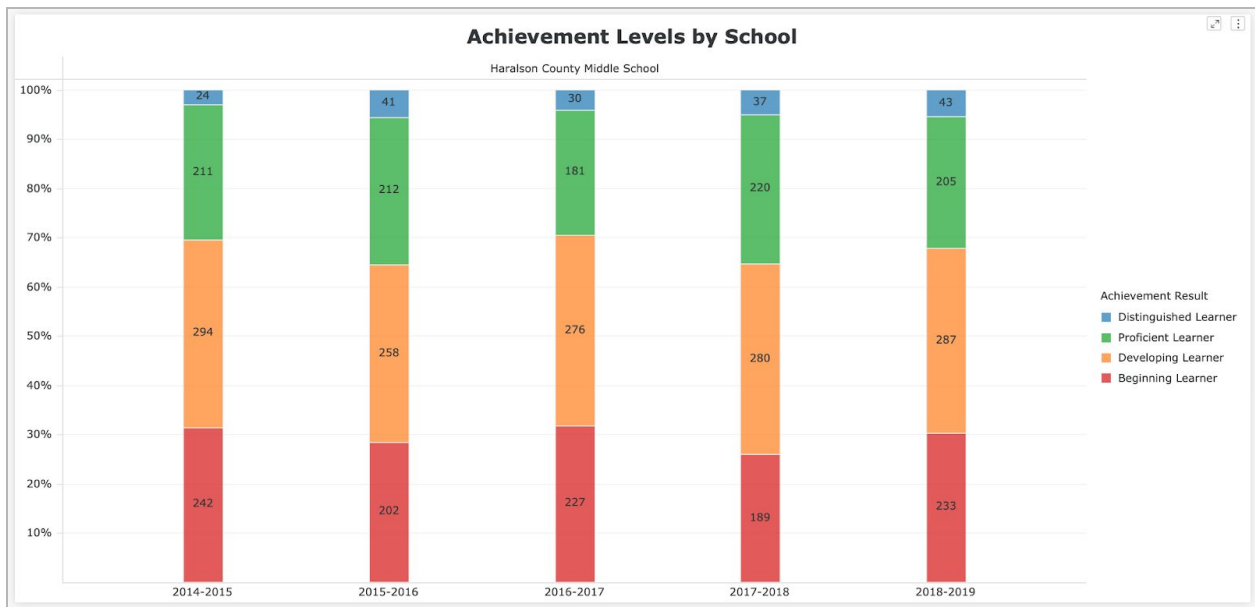


The grant also provides an impetus for further inquiry and questioning. When we started down the road of implementing evidence-informed practices this year, little did we know about the difficulties we would face, the questions we would ask and be asked, the struggles to make the best decisions for our students' growth and achievement in literacy and beyond. And although we've managed to move through it, grant funding would create a much needed foundation for this difficult work because it mandates we continue to grow our knowledge base, stay the course, and delve deeper into the reading issues students present. Because we are beholden to others, we have a greater drive to connect the dots, ensuring all the puzzle pieces fit together in ways that challenge and accelerate our students while providing a safety net so we don't continue to lose students in the cracks of a faulty system of literacy instruction across the years of their schooling. It has also brought our schools across the county together in more substantive ways. Even our school improvement plans and vertical collaborative approaches are aligning through this effort, and we look forward to capitalizing on this cooperation.

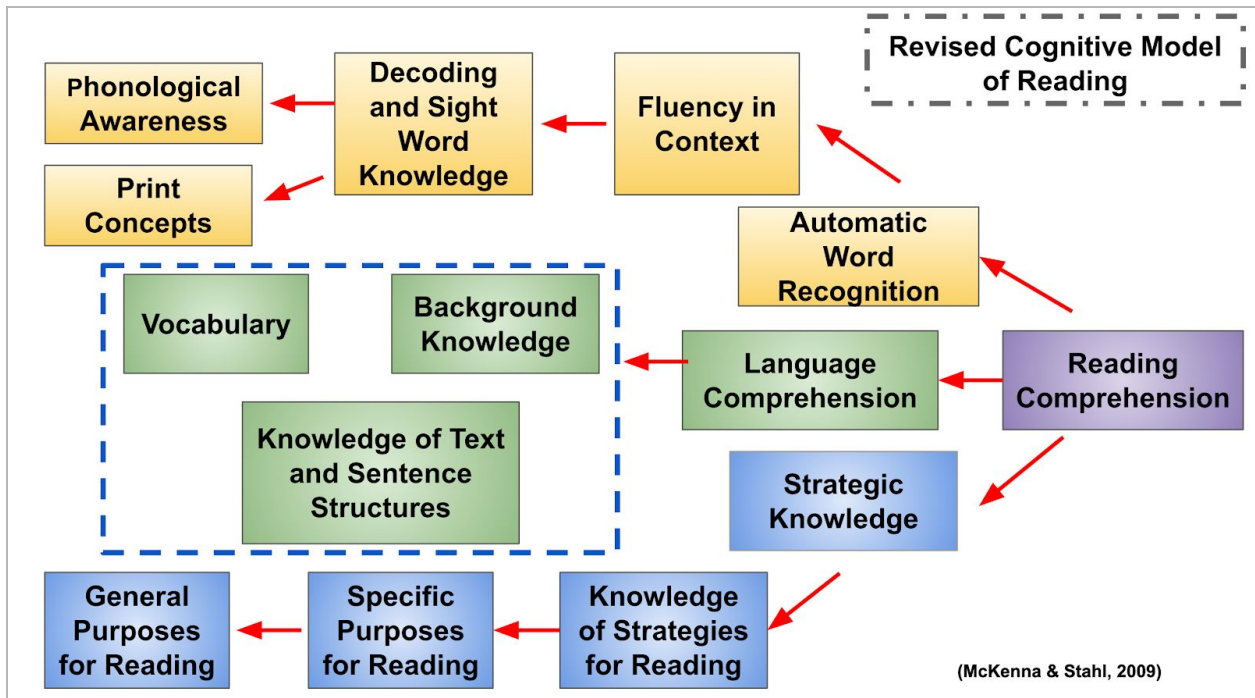
Some of the questions we hope to explore overtime through this grant may even help others as they pursue rebuilding their school-wide and district-wide literacy systems.

- What might happen when this kind of instruction is a focus every year in every classroom at every grade level?
- What can we expect of students who have had years of high-quality comprehension instruction? How can we continue to challenge these students?
- How much support should students get when writing?

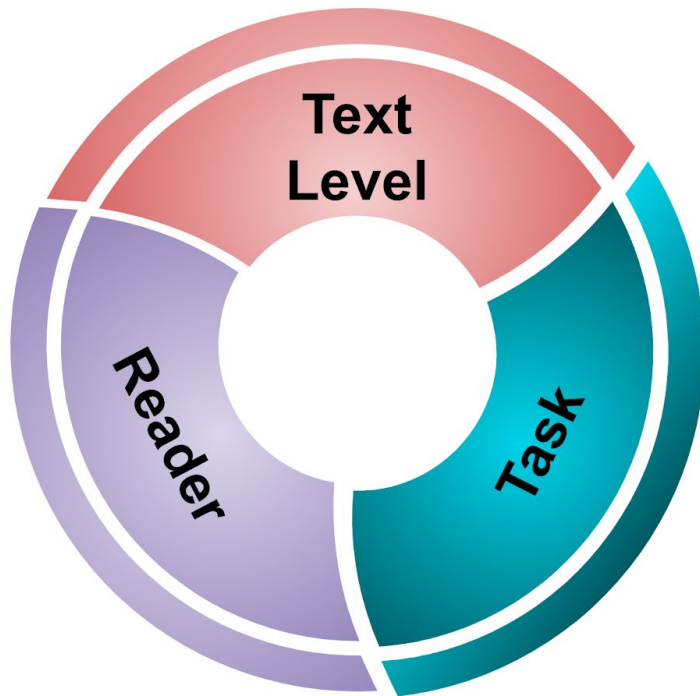
- How can teachers help students become independent writers?
- How do we capitalize on the most useful findings of the vast and extensive world of empirical research into reading acquisition for assessing reading difficulties and for designing highly effective interventions?
- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How might we leverage parental involvement as an intervention?
- In what ways might we connect with our colleagues in other grade levels to learn from the effects of evidence-informed practices on students as they progress through the HC educational pipeline?
- How can we create a regional hotspot promoting evidence-informed practices across an entire district, luring others into the fold?
- How can we work in ways that will demonstrate achievement for our students as they leave us and enter high school after three years of outstanding instruction? (See chart below.)



The following models of reading comprehension drive our work. As we partner with the elementary schools, ensuring that students come to middle school with automatic word recognition as evidenced by oral reading fluency data and large stores of language and strategic thinking evidenced by writing and speaking, we can continue the pipeline of support for student literacy achievement. In alignment with these theories of reading comprehension, we know that the tasks we require of students when analytically reading complex texts are of major importance. Our goals address the acknowledgement of how empirical evidence can best help us to design a system of instruction that begins with our deepening understanding of what reading comprehension actually is.

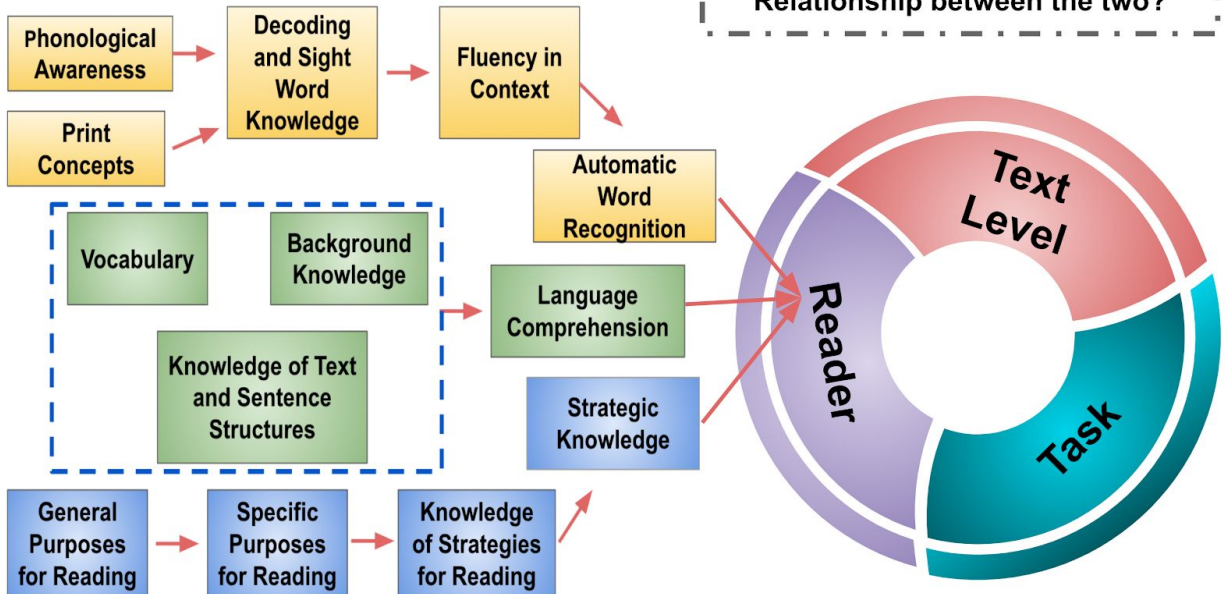


**Multidimensional
or Interactive
Model of Reading**



(Catts & Kahmi, 2017)

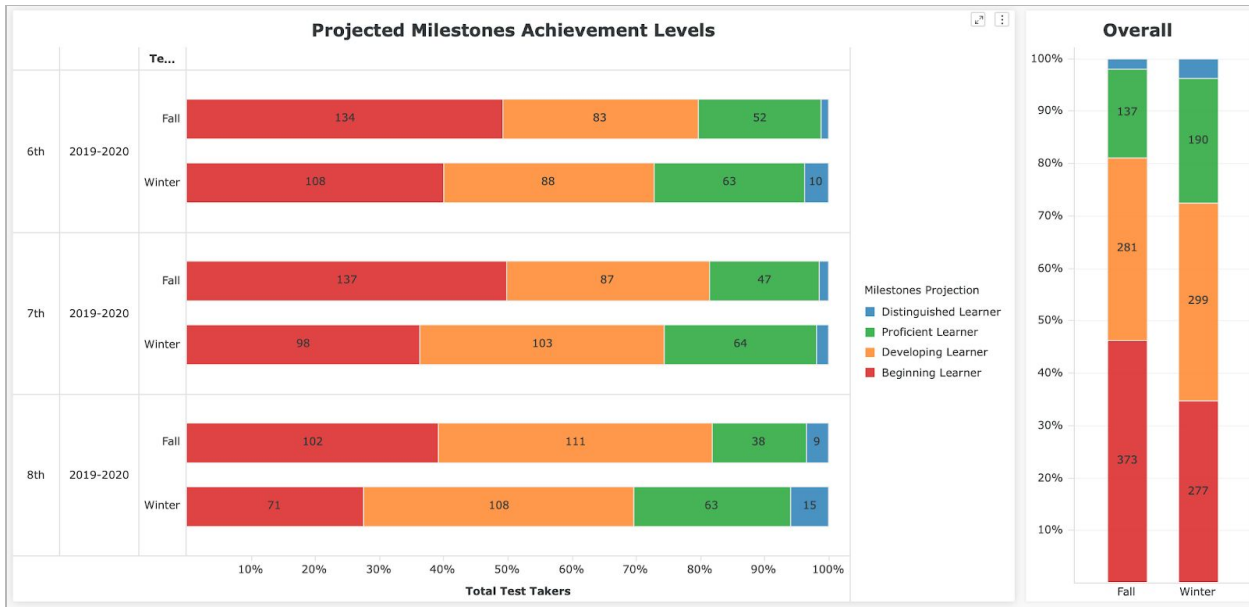
Relationship between the two?



The following are goals we've prioritized based on the intersection of the analysis of data and research.

| <p>Goal 1: Continue designing, organizing, and fully implementing our evidence-informed, school-wide, Tier I instructional unit.</p> | | |
|--|---|---|
| <p>Needs Assessment Support:</p> <ul style="list-style-type: none"> • Teacher and leader “professional wisdom has trumped research findings that are counter to what teachers believe or are comfortable with (Walpole, 2012).” • Disciplinary, or content area, literacy is not yet optimized in all classrooms although periodic attempts to incorporate elements of literacy have occurred. (Building Block 1d-e and 2a-b) • Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b) • Our MAP data indicate students are growing as phase one of our plan has been implemented. As we move to phase two, we've prioritized a continued focus on Tier I. | | |
| Action Steps | People Responsible | Measurable Outcomes |
| <p>Continue training in <i>during</i> reading scaffolds such as PALS, Reciprocal Teaching, Quad Text Sets, Listen-Read-Discuss, Collaborative Reasoning, Question the Author, Reading Guides</p> <p>Expand on the use of Expeditionary Learning units in grade 6 by examining other gold-standard resources for grades 7-8</p> <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> | <p>District Leaders</p> <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers including the Rebel Academy</p> | <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across</p> <p>Coaching conversations</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> • MAP RIT • MAP Lexiles |

| | | |
|--|--|---|
| Offer HC PL opportunities to pre-service teachers at UWG | | <ul style="list-style-type: none"> ● RI ● GMA |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Materials for program specific trainings ● Sub funds for PL ● Lesson Planning Templates ● Collaborative Planning Session Templates ● | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See HCMS Appendix) | | |



Goal 2: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

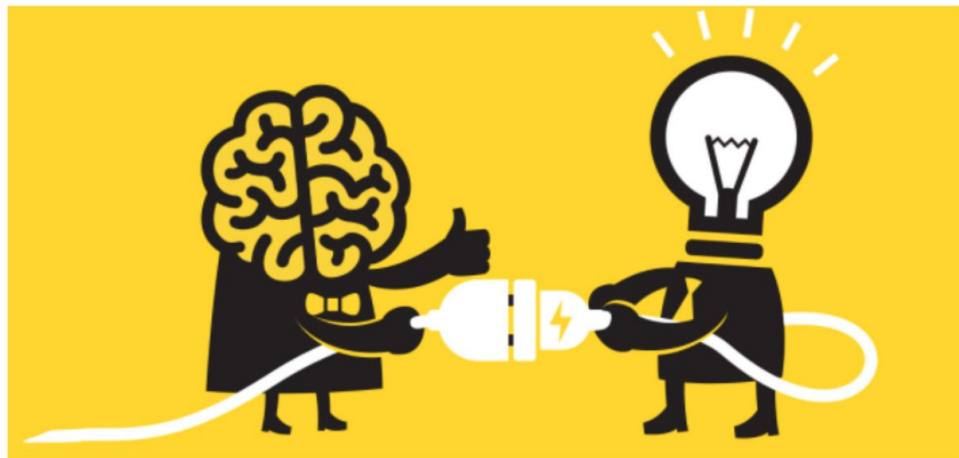
Needs Assessment Support: Building Blocks 1e, 2b, 4b, 6b

- Optimization of literacy instruction in all content areas is currently emerging. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the curriculum. (Building Block 2b)
- As well as prioritizing reading grade level texts through our disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b)
- We need access to high-quality professional learning about content area literacy and time to engage with it. (Building Block 6b)

| Action Steps | People Responsible | Measurable Outcomes |
|--|--|--|
| <p>Continue to link STEM (the 4 Cs) with literacy</p> <p>View modules from Comprehensive Reading Solutions</p> <ul style="list-style-type: none"> ● Introduction to Argument Writing ● Academic Vocabulary ● Distributed Review ● Teaching Technical Vocabulary <p>Continue training in <i>during</i> reading scaffolds such as PALS, Reciprocal Teaching, Quad Text Sets, Listen-Read-Discuss, Collaborative Reasoning, Question the Author, Reading Guides in the content areas</p> <p>Implement explicit instruction to build fact, conceptual, and procedural knowledge in the content areas</p> <p>Utilize cognitive science to spiral facts and concepts across the year in the content areas</p> <p>Create knowledge organizers</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers of disciplinary literacy including the Rebel Academy</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Science common assessments ● Social Studies common assessments |

| | | |
|---|--|--|
| <p>Use <i>Writing Revolution</i> sentence stems</p> <p>Explore resources at Seeds of Science / Roots of Reading and Amplify Science</p> | | |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> • Program specific PL funds • Sub funds for PL and peer observation • Classroom texts for disciplinary literacy--connected to SS/science standards • Lesson Planning Templates • Collaborative Planning Session Templates | | |
| <p>Research:</p> <ul style="list-style-type: none"> • (See HCMS Appendix) | | |

Knowledge = Driving Force



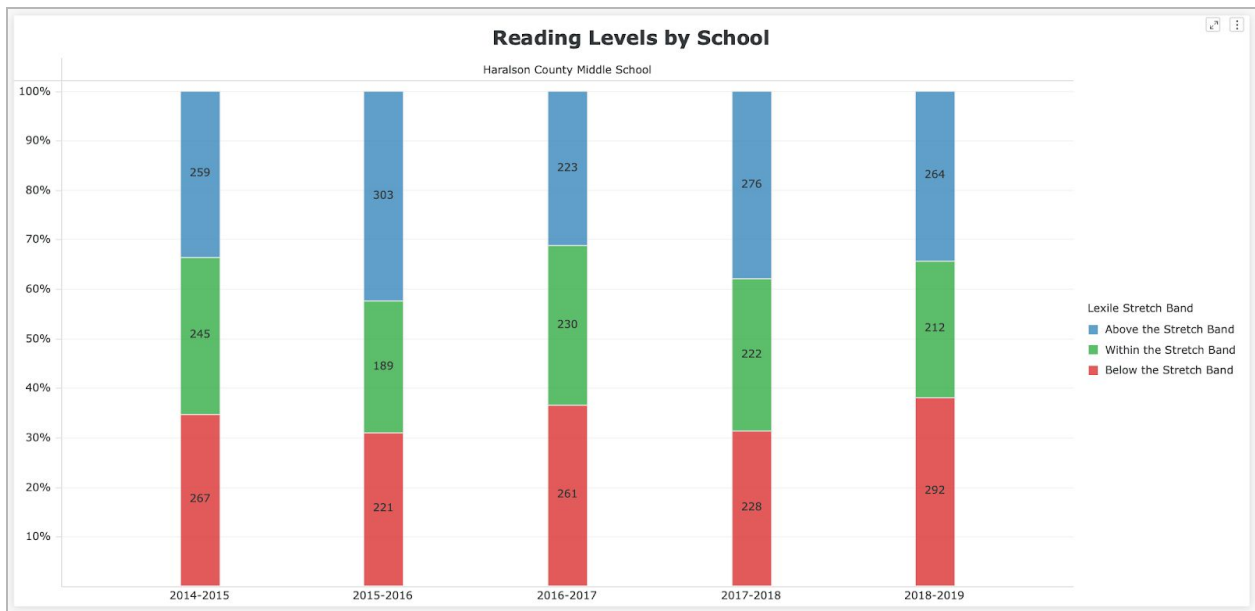
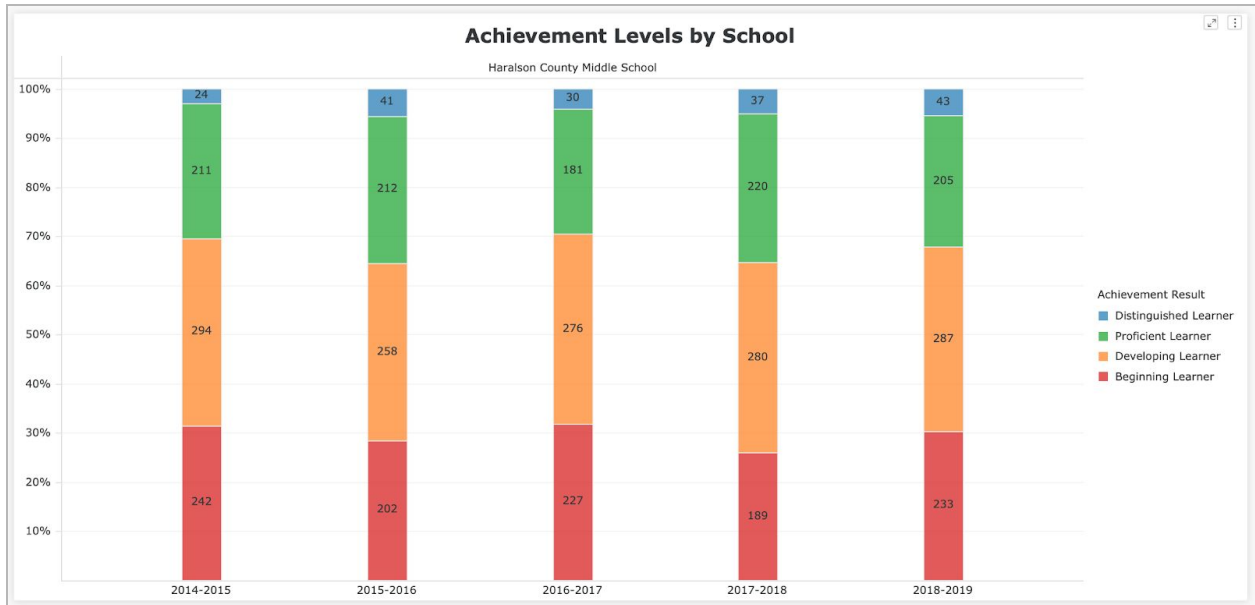
(Elleman & Compton, 2017)

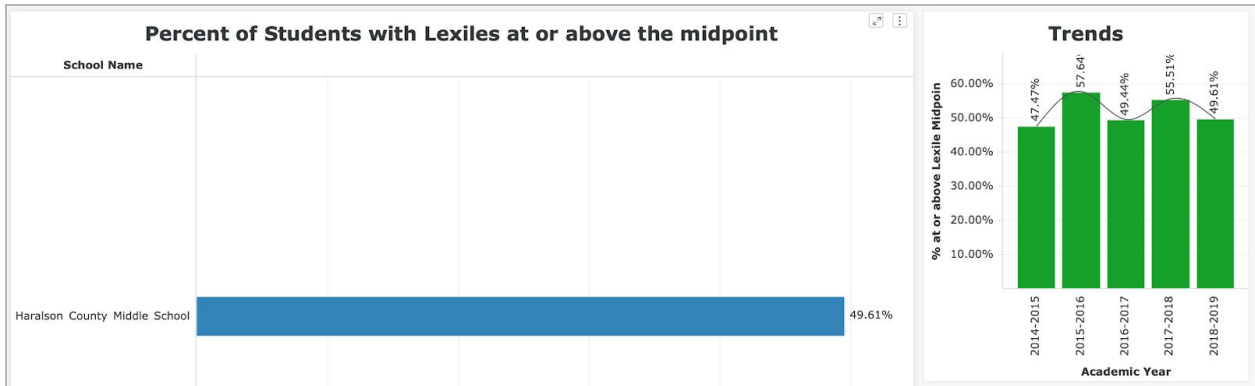
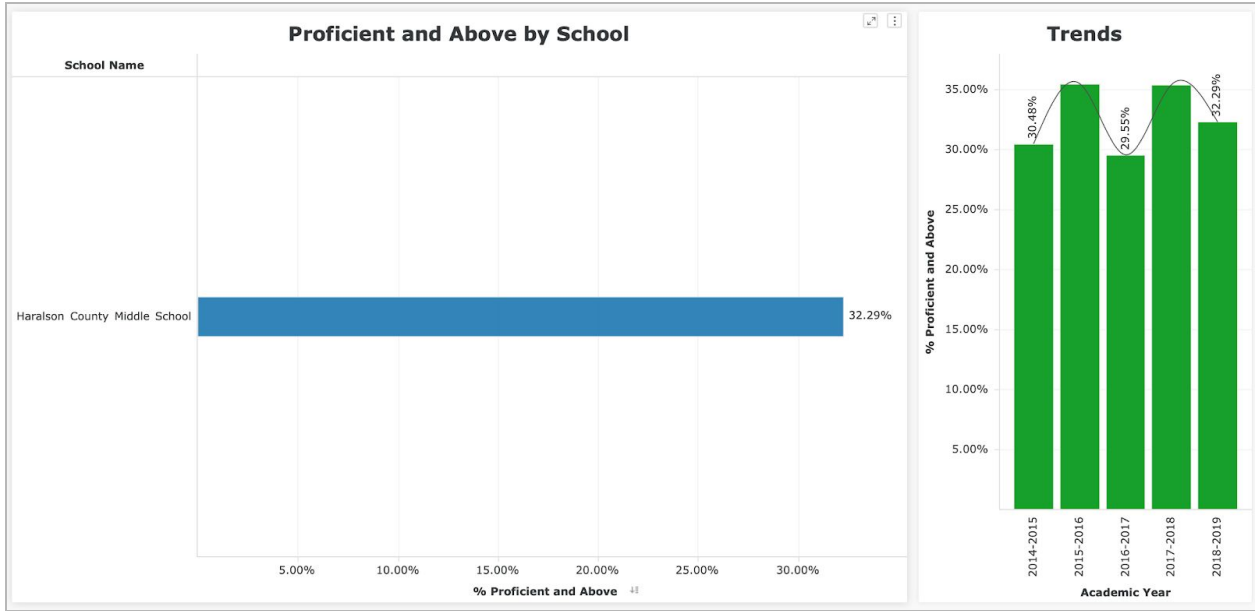
Goal 3: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in middle grades students.

Needs Assessment Support:

- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)
- An observed discrepancy in our GMA data supports the inference that although Lexile data are improving, lack of proficiency in writing is prohibiting further advancements in overall achievement levels. (See charts below.)

| Action Steps | People Responsible | Measurable Outcomes |
|--|---|--|
| <p>Provide teachers structured autonomy with a variety of resources and structures based on evidence-informed practices learned in PL:</p> <ul style="list-style-type: none"> ● Claim Evidence Reasoning (CER) ● Writing for Understanding ● Self-Regulated Strategy Development (SRSD) ● Writing Revolution ● Reciprocal nature of reading and writing <p>Focus on writing at the sentence level in all content areas</p> <p>Engaging in the work of the PLC through writing sample norming sessions</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers including the Rebel Academy</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● MAP Lexile ● GMA ● RI |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program specific PL funds ● Sub funds for PL and peer observation ● Classroom texts for disciplinary literacy--connected to SS/science standards ● Lesson Planning Templates ● Collaborative Planning Session Templates | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See HCMS Appendix) | | |





Section 8 School Plan--WHES

School History

West Haralson Elementary School is one of two elementary schools in Haralson County. West Haralson Elementary serves approximately 350 students in grades 3rd-5th with 184 males and 165 females. The student body is made up of 90% caucasian, 5% mulit-racial, 2% Hispanic, and 3% African American. West Haralson Elementary's Students with Disabilities population is 19.8%, and they are served by seven teachers and eight paraprofessionals in both inclusion and resource settings. West Haralson Elementary School's current facility was built in 1955 as a high school. A consolidated high school was later built, thus changing the building's status to that of a junior high school. The building was then used as a middle school. The construction of a consolidated middle school caused another change and West Haralson Elementary School was established in the summer of 1996. Tallapoosa school(s) have been serving the community for over fifty years and many generations of families have attended West Haralson. The faculty and staff of West Haralson strive to meet students where they are academically and push them to reach new limits.

Administrative and Leadership Team

Administration:

Brandy Hurston, Principal; Cindi Ford, Assistant Principal; Crystal Alred, Academic/Literacy Coach for West Haralson Elementary and Tallapoosa Primary

Leadership Team:

Stephen Puckett- 5th Math, Tonya Thompson-5th ELA, Solange Vale- Music, Meagan Kress-STEM, Ashley Odom- 4th ELA, Arlene Coggins-4th Math/Sci/SS, Trinity Westmoreland-3rd Grade, Shannon Holdbrooks-3rd Grade, Cindi Ford-Asst Principal, Jennifer Pennington-Counselor, Meagan Richardson- SpEd, Shelley Vick- SpEd, Crystal Alred - Academic/Literacy Coach

District ELA/Literacy Team:

Trinity Westmoreland - 3rd ELA, Math, S, SS; Ashley Odom - 4th ELA; Tonya Thompson - 5th ELA, Crystal Alred - Academic/Literacy Coach

Community Assets

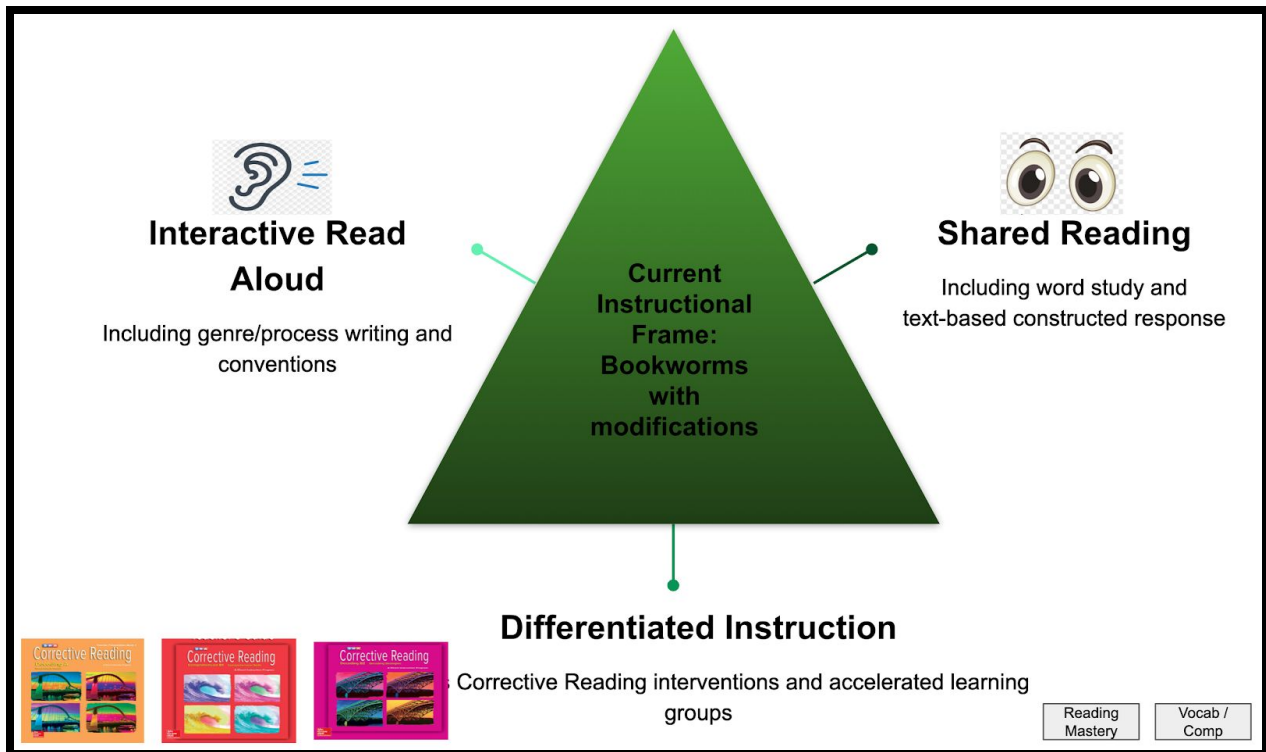
HealthMPowers through Tanner Medical- Students and teachers are provided with weekly activities through videos and daily activities through their Healthy Agenda. Several businesses throughout the community attend our Annual 5th grade Career Fair and show our students various career pathways. Our 5th graders tour the County Courthouse and West Georgia Technical College annually. Local Restaurants such as Dairy Queen, Wendy's and Pizza Hut

provide incentives for our students to have good attendance, read more and/or have high academic achievement. Our local churches provide food for our low income students on the weekends through the Backpack Program. University of West Georgia provides teacher interns for their teaching program. NWGa RESA provides professional learning and support for our teachers. West Georgia Youth Science and Technology Center provides activities and summer camps for our students and professional learning for our teachers.

Past Instructional Initiatives

- Reading First
- Thinking Maps

Current Instructional Initiatives



Individual School Professional Learning Needs

- LETRS
- Bookworms 2.0
- Disciplinary Literacy
- Teaching with Complex Texts
- Writing Across the Disciplines
- Direct Instruction and the Role of Cognitive Science in Disciplinary Literacy
- Data Analysis
- Acceleration
- Interconnected Systems--RtI and PBIS

- *Corrective Reading Decoding*
- *Lindamood Phoneme Sequencing Program*
- Center for Gifted Education at the College of William and Mary Units
- Advanced Curriculum by Vanderbilt University

Need for an L4GA Project

At WHES, we have begun the process of aligning our literacy practices to the standards, the science of reading, and to the instructional framework we've adopted--Bookworms. Although the process is ongoing, cyclical, and sometimes bumpy and uncomfortable, our teachers and leaders have continually worked together to grow independent and proficient readers, writers, thinkers, and learners. In short, as Dr. Duke explains, "Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have." We strive to make this *problem* a reality and both accomplish and avoid what she details here (Nell, et al., 2011).

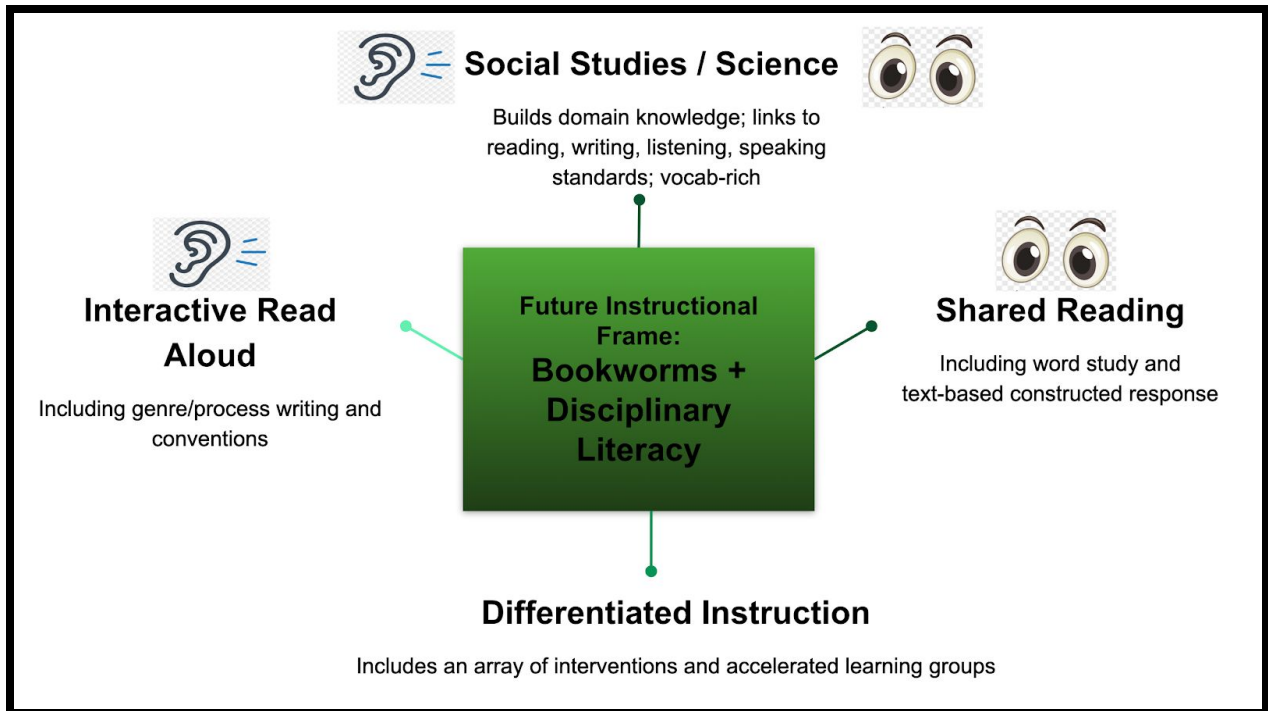
Teachers can even overcome disadvantages in reading comprehension that students bring to school. For example, Snow, Barnes, Chandler, Goodman, and Hemphill (1991) found that students whose home environments were poor with respect to promoting reading comprehension development nonetheless made adequate progress in reading comprehension if they had strong teachers of reading comprehension for two consecutive years. If otherwise similar students had a strong comprehension teacher for only one year, only 25% made adequate progress, and none of the students who experienced two years of poor comprehension instruction overcame the effects of poor support for reading comprehension development at home. In sum, teachers matter, especially for complex cognitive tasks like reading for understanding (pg. 51).

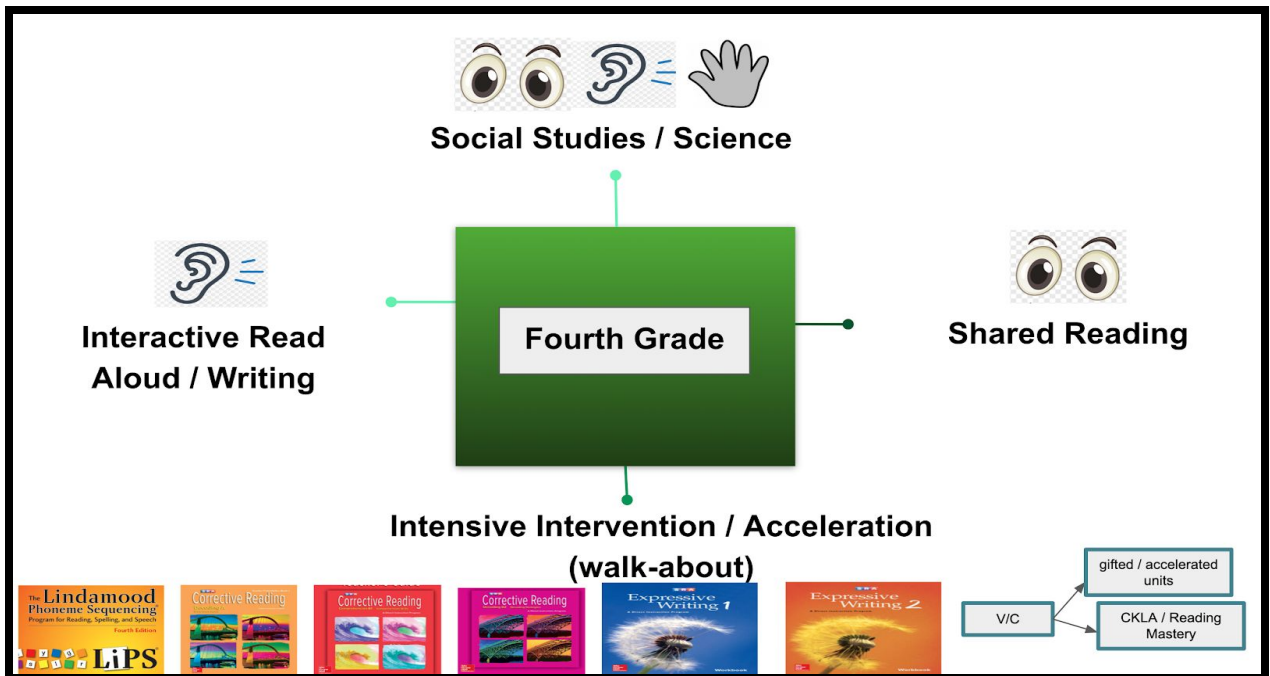
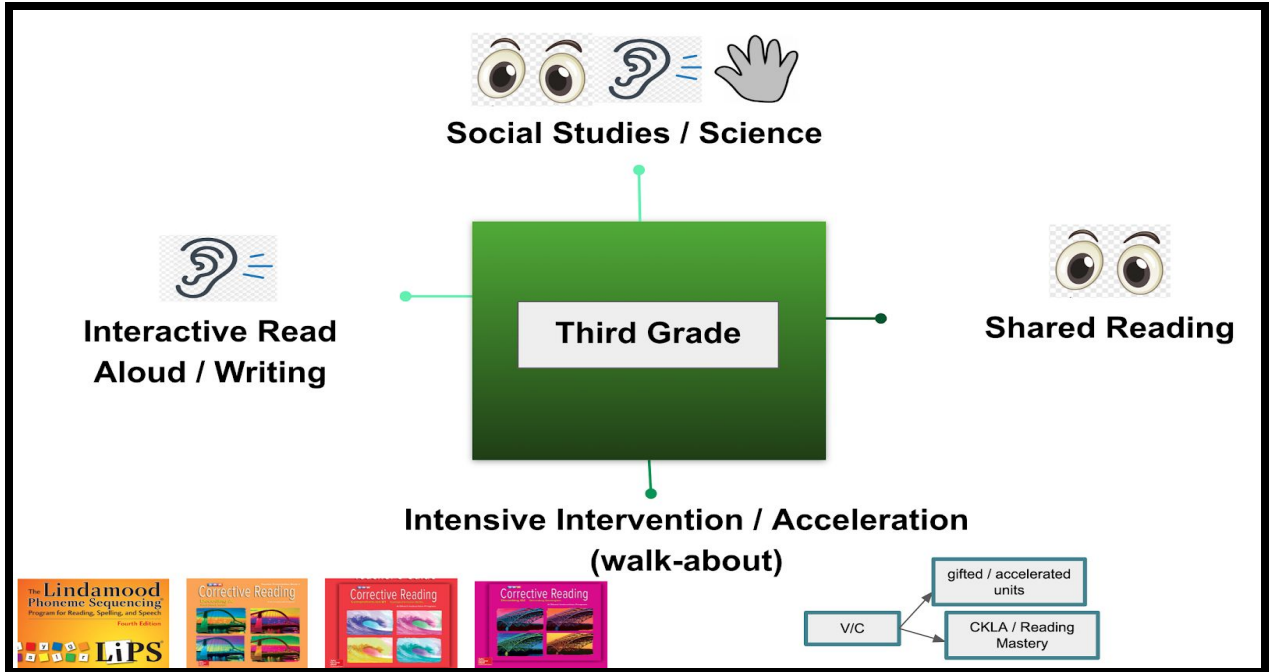
Because we are a small, rural school with 100% free and reduced lunch recipients, we have struggled to fund the initiatives we've undertaken. Grant funding would enable us to continue the work, drastically ramping up our efforts in the professional learning and material resources domains.

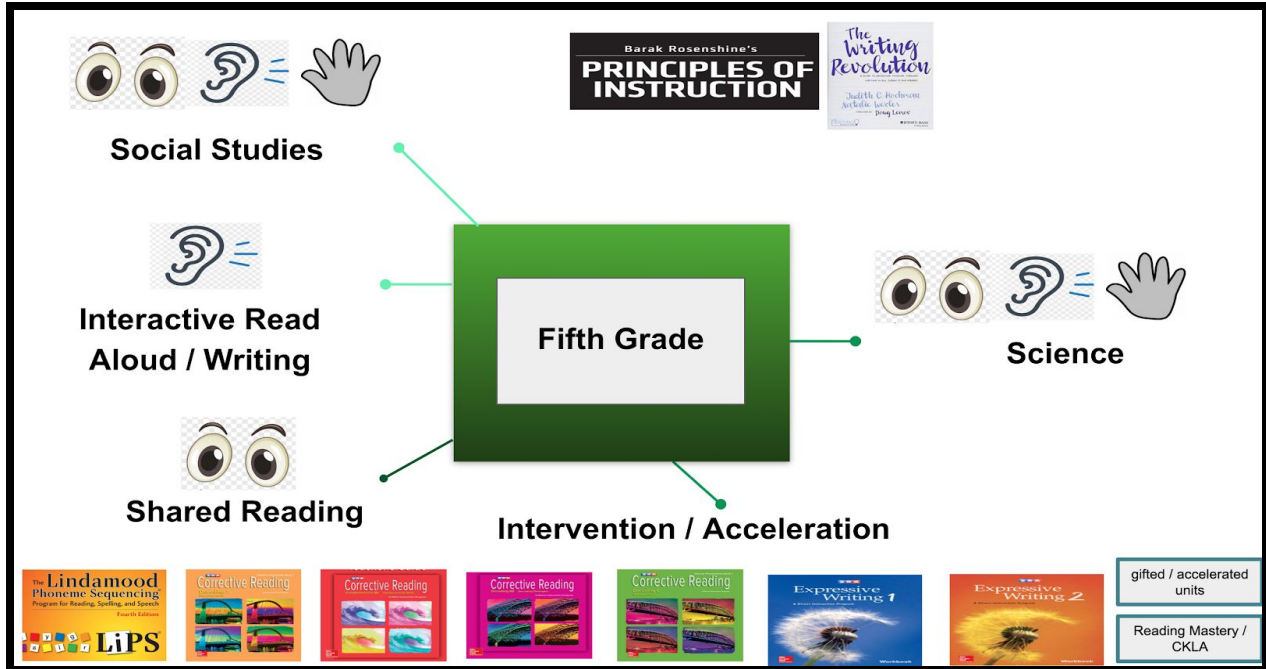
This grant opportunity also facilitates our collaboration with others around the state and nation to learn from best practices where other schools, like ours, have beaten the odds in the literacy growth and achievement of their students. Our research efforts for this grant alone have generated numerous resources that we now know are available to us. For example, we've partnered with leaders in Butts County to hear first hand of similar struggles they've had with implementation of the Bookworms curriculum. Having our concerns validated and a place to inquire has been a great support. In like manner, Ohio's Striving Readers Conference has been made digitally available along with presentation materials, facilitator's guides, and other

supportive resources. As a school team and in conjunction with our district leadership, we are excited about the opportunities to learn from others and put evidence-informed practices to work for us, especially in the area of explicit writing instruction, parent involvement as intervention, and disciplinary literacy.

The following are graphics we mocked to help us visualize some of the structures we would like to continue to develop, further solidify, and design as our knowledge base grows.





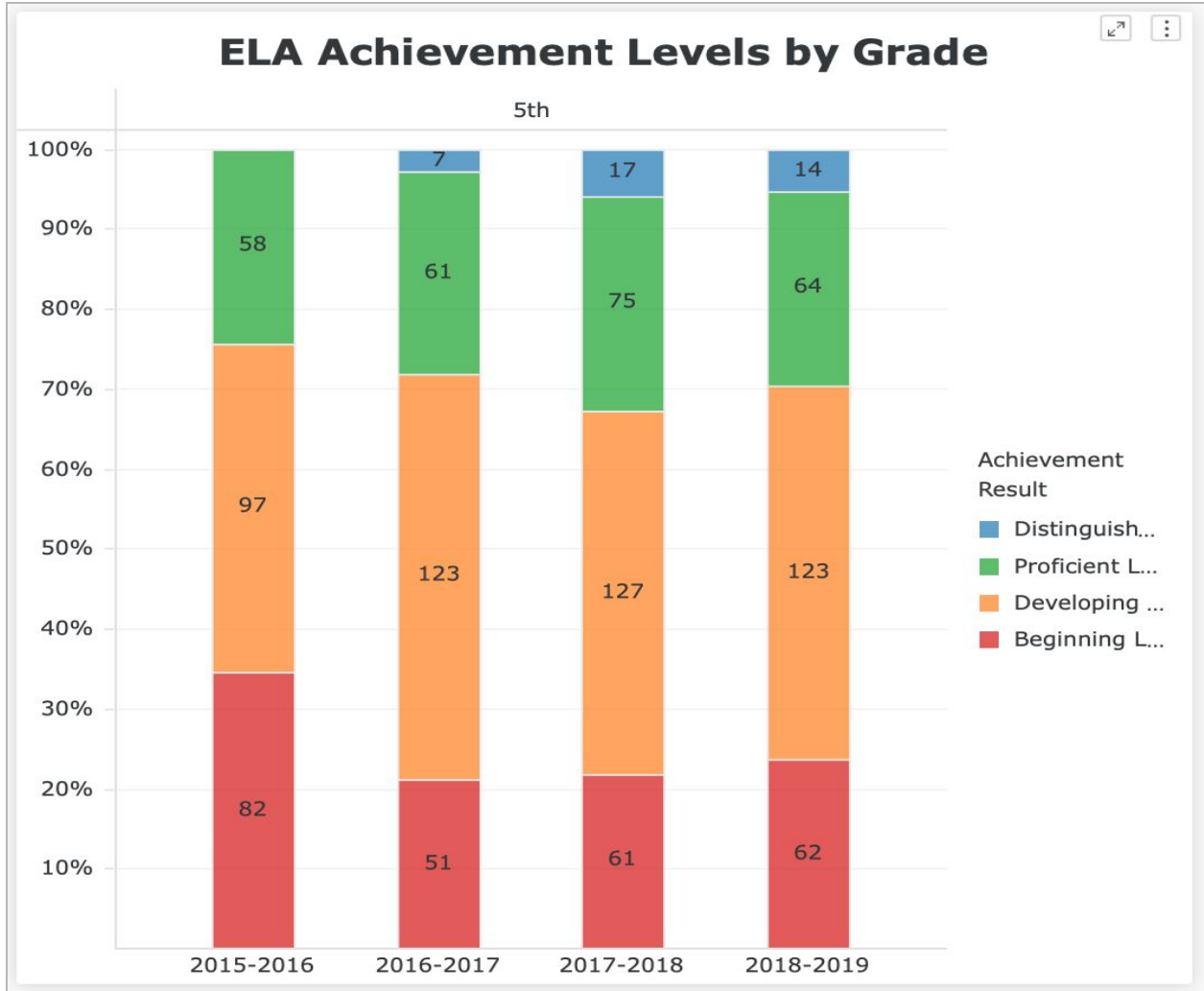


The grant also provides an impetus for further inquiry and questioning. When we started down the road of implementing a gold-standard core program like Bookworms a few years ago, little did we know about the difficulties we would face, the questions we would ask and be asked, the struggles to make the best decisions for our students’ growth and achievement in literacy and beyond. And although we’ve managed to move through it, grant funding would create a much needed foundation for this difficult work because it mandates we continue to grow our knowledge base, stay the course, and delve deeper into the reading issues students present. Because we are beholden to others, we have a greater drive to connect the dots, ensuring all the puzzle pieces fit together in ways that challenge and accelerate our students while providing a safety net so we don’t continue to lose students in the cracks of a faulty system of literacy instruction across the years of their schooling. It has also brought our schools, on either side of the county, together in more substantive ways. Even our school improvement plans and vertical collaborative approaches are aligning through this effort, and we look forward to capitalizing on this cooperation.

Some of the questions we hope to explore overtime through this grant may even help others as they pursue rebuilding their school-wide and district-wide literacy systems.

- What might happen when this kind of instruction is a focus every year in every classroom at every grade level?
- What can we expect of students who have had years of high-quality comprehension instruction? How can we continue to challenge these students?
- How much support should students get when writing?

- How can teachers help students become independent writers?
- How do we capitalize on the most useful findings of the vast and extensive world of empirical research into reading acquisition for assessing reading difficulties and for designing highly effective interventions?
- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How might we leverage parental involvement as an intervention?
- In what ways might we connect with our colleagues in other grade levels to learn from the effects of evidence-informed practices on students as they progress through the HC educational pipeline?
- How can we create a regional hotspot promoting evidence-informed practices across an entire district, luring others into the fold?
- How can we work in ways that will demonstrate achievement for our students as they leave us and enter middle school after three years of outstanding instruction? (See below.)



Along with our Literacy Needs Assessment, the Get Georgia Reading Framework (below) played a prominent role in our overarching needs assessment and data analysis process.



The following are goals we've prioritized based on these processes.

| <p>Goal 1: Continue designing, organizing, and fully implementing our evidence-informed, school-wide, Tier 1 instructional unit.</p> | | |
|--|---|---|
| <p>Needs Assessment Support:</p> <ul style="list-style-type: none"> • Teacher and leader “professional wisdom has trumped research findings that are counter to what teachers believe or are comfortable with (Walpole, 2012).” • Although an evidence-informed ELA program for core instruction for K-5 was adopted in the 2017-2018 school year, qualitative and anecdotal data show implementation is sporadic, and the research underpinnings are poorly understood by teachers and leaders. (Building Block 5b and 6b) • Disciplinary, or content area, literacy is not yet optimized in all classrooms although periodic attempts to incorporate elements of literacy have occurred. (Building Block 1d-e and 2a-b) • Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b) | | |
| Action Steps | People Responsible | Measurable Outcomes |
| <p>Provide PL opportunities</p> <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Establish Professional Learning Communities (PLCs) to organize the school improvement cycle</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>District Leaders</p> <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers</p> | <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in</p> |

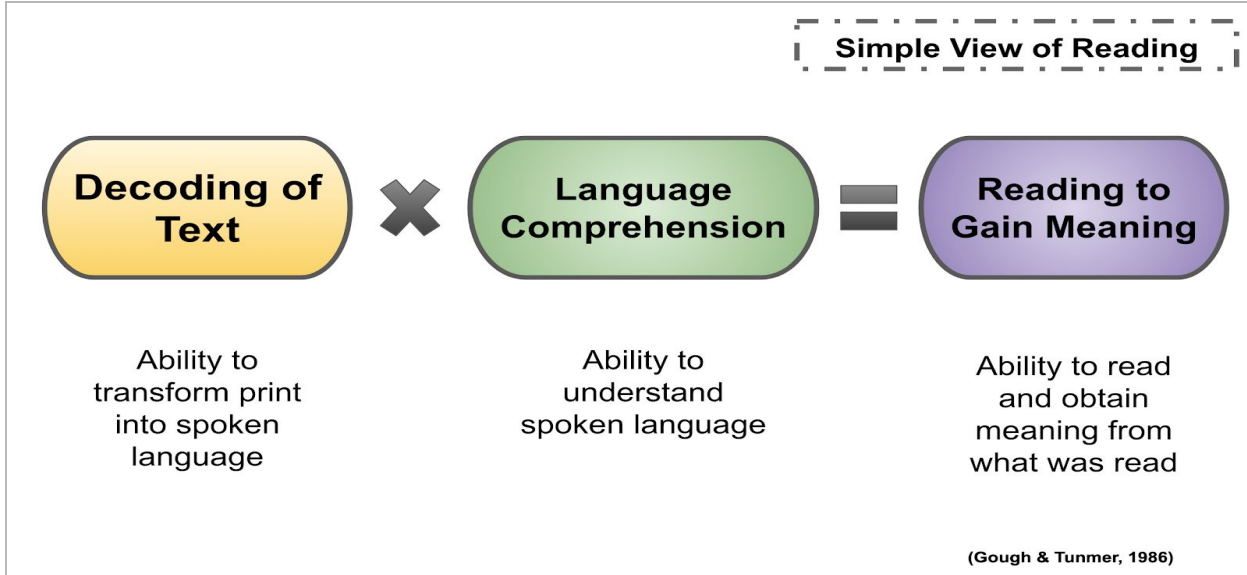
| | | |
|--|--|--|
| | | <p>quantitative data sets:</p> <ul style="list-style-type: none"> ● <i>Corrective Reading</i> Mastery Tests ● DIBELS Next ● Progress Monitoring data for specific interventions ● Achieve the Core Mini-Assessments ● MAP RIT ● MAP Lexiles ● RI ● GMA |
|--|--|--|

Assets needed/used:

- Open Up Resources (Bookworms K-5 core program resources)
- LETRS (online modules for the science of reading)
- Materials for program specific trainings
- Sub funds for PL
- Lesson Planning Templates
- Collaborative Planning Session Templates
- Disciplinary Texts / Text Sets
- Texts for use in Vocab / Comp
- Gifted units/resources

Research:

- (See WHES Appendix)



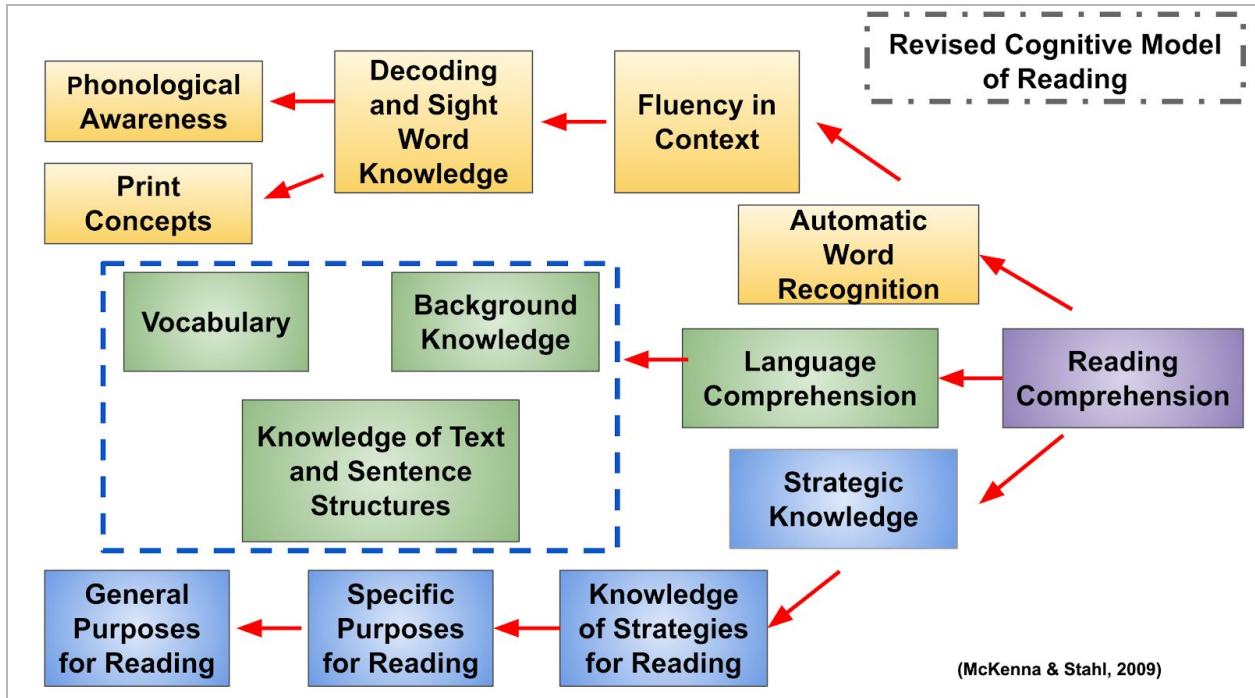
Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions.

Needs Assessment Support:

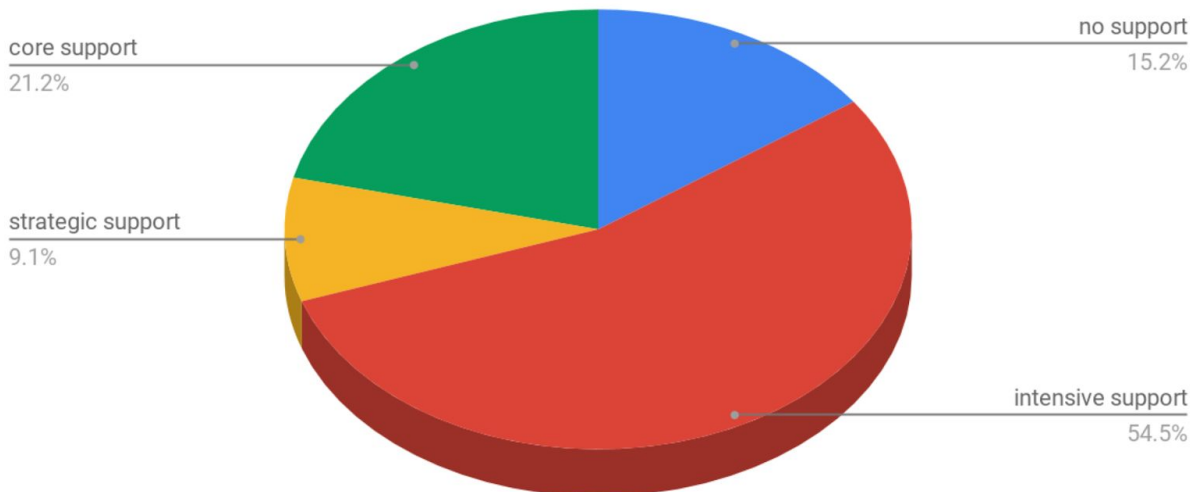
- As Tier 1 becomes more solidified, Tier 2 and Tier 3 can transform into the layered instructional support that increase in intensity, not simply a paperwork process. (Building Block 5a-d)
- Our WIN Plan data (the differentiation piece of Bookworms) show that students beginning the small group skill instruction in kindergarten are not reaching the Fluency/Comp group by January of first grade like the sequence intends. This puts each grade level behind as students advance, forcing teachers in the next grade level to struggle to bring their decoding and oral reading fluency to grade level. (See pie charts below.)
- Clearly defined instructional practices for all tiers of intervention are emerging.
- Training teachers to specialize in certain Tier 3 and specially-designed instructional practices is a prioritized need.
- Tapping parent involvement as part of a layered intervention approach has never been addressed in a systematic way, although a high percentage of parents attend school academic functions. (Building Block 1f)
- Triangulating multiple data points through the deepening understanding of the science of reading ranks as a high priority. (Building Block 5d)
- Our most advanced / gifted students also require accelerated content. (Building Block 4c-d)
- We assessed the need of building an increasing knowledge-base in evidence-informed practices around intervention models.

| Action Steps | People Responsible | Measurable Outcomes |
|--|--|---|
| Provide PL opportunities | District Literacy Coaches | Parent surveys |
| Identify teachers for specialized training in intensive interventions | Principals Assistant Principals | Certificates of completion for virtual PL modules Classroom observations |
| Structure schedules in ways that allow for targeted instruction | HC District Support System Representatives Teacher Leaders | Walkthrough data Alignment of lesson plans to observed practices |
| Design and organize parent involvement events | All teachers specializing in any of the interventions provided to students | Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading |
| Identify and train SLPs and other personnel to model parent involvement strategies | | |

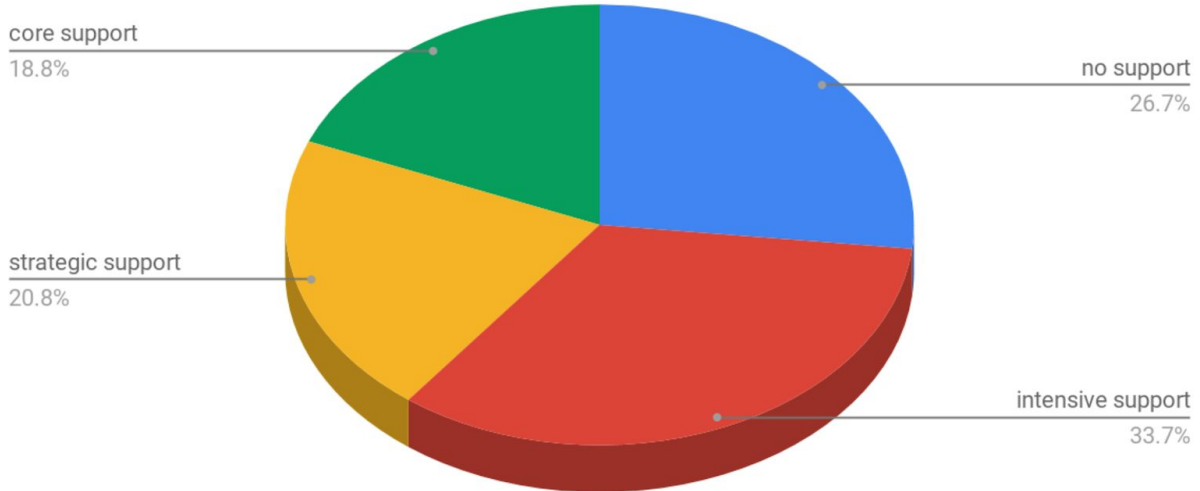
| | | |
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| <p>Bring general education, special education, RTI, Title, EIP, ELL teachers, as well as SLPs and paraprofessionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation</p> <p>Establishing an interconnected system of supports in both RTI and PBIS</p> | | <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● PAST ● Common Core Early Language Screener ● Progress Monitoring probes with specific intervention programs ● <i>Horizons</i> Mastery Tests ● DIBELS Next |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies ● Sub funds for PL and peer observation | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See WHES Appendix) | | |



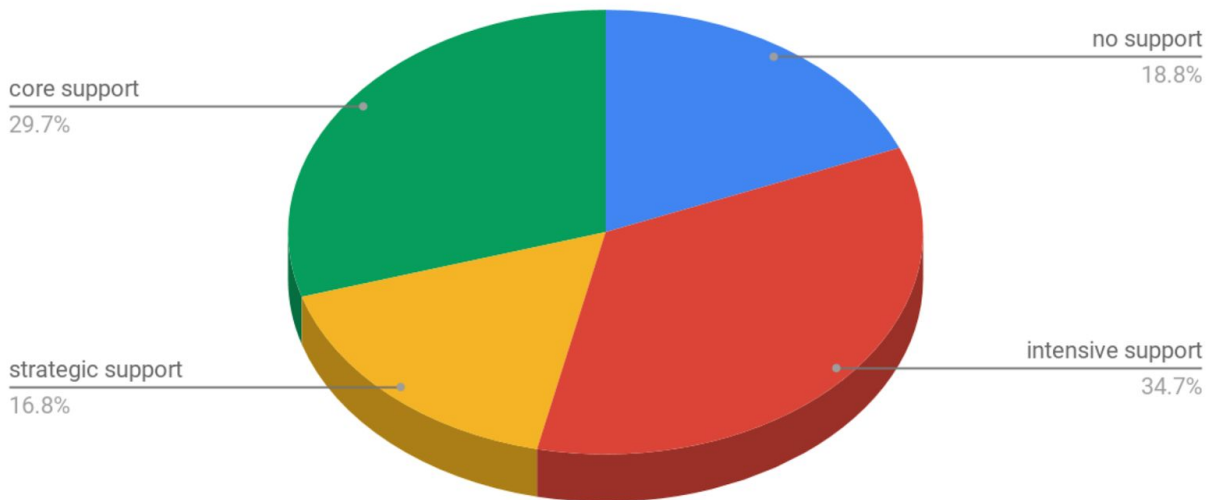
Grade 3 DIBELS Oral Reading Fluency MOY 2019-20



Grade 4 DIBELS Oral Reading Fluency MOY 2019-20



Grade 5 DIBELS Oral Reading Fluency MOY 2019-20



Goal 3: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

Needs Assessment Support: Building Blocks 1e, 2b, 4b, 6b

- Optimization of literacy instruction in all content areas is currently not addressed. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the

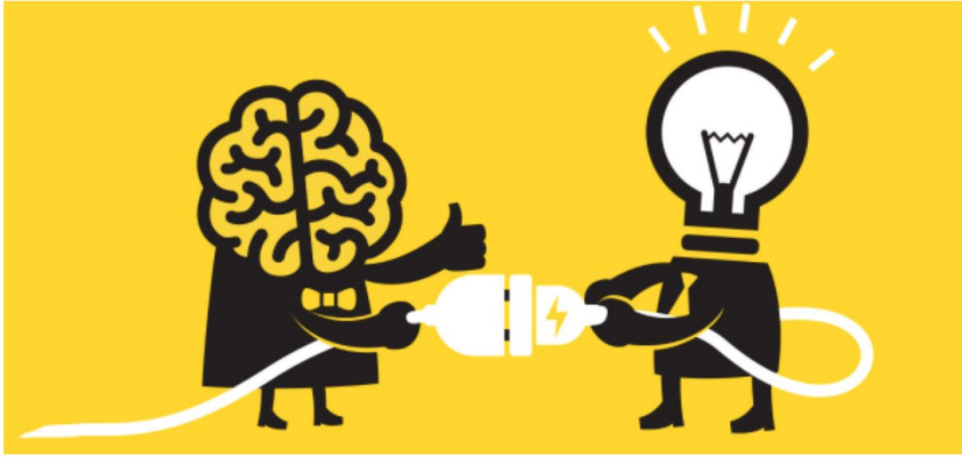
| <p>curriculum. (Building Block 2b)</p> <ul style="list-style-type: none"> ● As well as prioritizing reading grade level texts through our disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b) ● We need access to high-quality professional learning about content area literacy appropriate to the age range of our students. (Building Block 6b) | | |
|--|--|---|
| Action Steps | People Responsible | Measurable Outcomes |
| <p>Link science and social studies standards to read alouds already in publication, like CKLA, Text Talk, etc.</p> <p>Create read alouds linked to social studies and science standards</p> <p>Train in reading scaffolds such as PALS, Reciprocal Teaching, and Quad Text Sets in the content areas</p> <p>Implement explicit instruction to build fact, conceptual, and procedural knowledge in the content areas</p> <p>Utilize cognitive science to spiral facts and concepts across the year in the content areas</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL and Bookworms</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> <p>Use <i>Writing Revolution</i> sentence stems</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers of disciplinary literacy</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Science common assessments ● Social Studies common assessments |

| | | |
|---|--|--|
| Explore resources at Seeds of Science / Roots of Reading and utilize the Do-It, Talk-It, Read-It, Write-It approach | | |
|---|--|--|

- Assets needed/used:**
- Program specific PL funds
 - Sub funds for PL and peer observation
 - Classroom texts for disciplinary literacy--connected to SS/science standards
 - Lesson Planning Templates
 - Collaborative Planning Session Templates
 - Disciplinary Texts / Text Sets

- Research:**
- (See WHES Appendix)

Knowledge = Driving Force



(Elleman & Compton, 2017)

Goal 4: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in young children.

- Needs Assessment Support:**
- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---------------------------|------------------------|
| Viewing online writing modules (Comprehensive | District Literacy Coaches | Classroom observations |

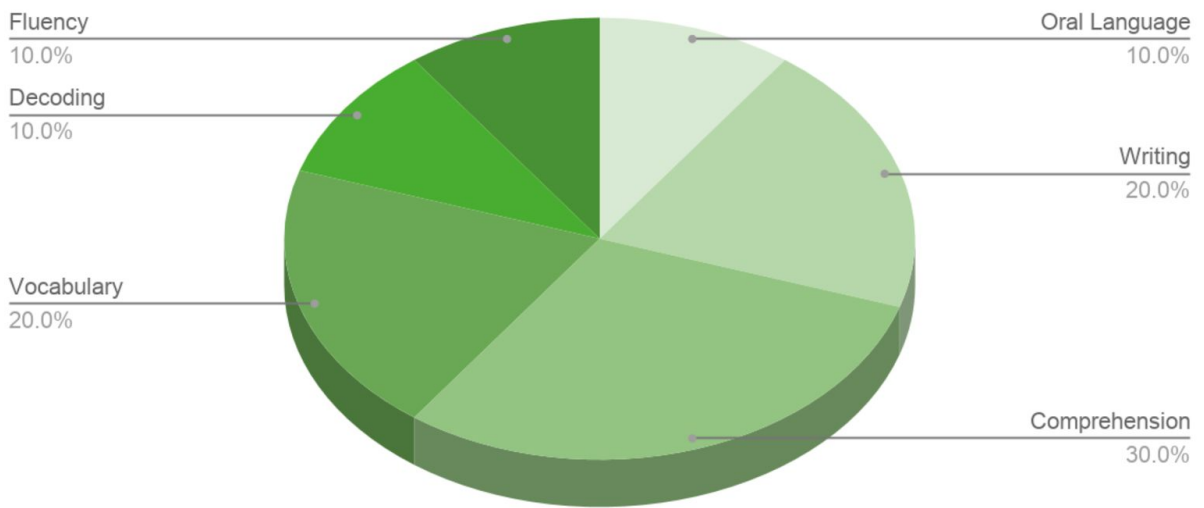
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| <p>Reading Solutions)</p> <ul style="list-style-type: none"> ● Writing Development ● Elementary Writing Instruction ● Elementary Writing Assessment ● Sentence Composing ● Writing and Differentiated Reading Instruction <p>Analyzing the writing instruction included in Bookworms</p> <p>Provide teachers structured autonomy with a variety of resources and structures based on the evidence-informed practices learned in PL:</p> <ul style="list-style-type: none"> ● Writing for Understanding ● Self-Regulated Strategy Development (SRSD) ● Writing Revolution ● Reciprocal nature of reading and writing <p>Focus on writing at the sentence level in all content areas</p> <p>Engaging in the work of the PLC through writing sample norming sessions</p> <p>Analysis of Achieve the Core Mini-Assessments</p> | <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers</p> | <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Achieve the Core Mini-Assessments ● RI |
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- Classroom texts for disciplinary literacy--connected to SS/science standards
- Lesson Planning Templates
- Collaborative Planning Session Templates

Research:

- (See WHES Appendix)

Grades 3-5 Instructional Diet



Section 8 School Plan--BPS

School History

Buchanan Primary School is one of two primary schools in the Haralson County School District. Buchanan Primary School (BPS) currently serves approximately 460 students in grades prek through 2nd with 229 males and 234 females. The student body is 93% white, 3% Hispanic, 2.5% multi-racial, 1% black, and .2% Asian. Buchanan School began in 1933 with grades 1st-12th. Buchanan Primary's Students with Disabilities population is 13%, and they are served by eight teachers and six paraprofessionals in both inclusion and resource settings. As the community grew, the school split into Buchanan Elementary for 1st-8th grades and a new facility for Buchanan High School. Later, the consolidated Haralson County High School led to another change. Buchanan Primary School housed Kindergarten through third while Buchanan High School became Buchanan Elementary to serve grades four through eight. In 1996, a consolidated Haralson County Middle School led to what is the current organization of the "Buchanan Schools." BPS now serves prek-2nd and Buchanan Elementary School serves 3rd-5th grades. In 2001, the original Buchanan School was demolished and a new building was built on the site with new administrative offices and ten additional classrooms. **Blazing Pathways to Success!**

Administrative and Leadership Team

Administrative Team:

Vic Coggins, Principal; Katrina Smith, Assistant Principal; Kim Hammond, Academic/Literacy Coach Buchanan Primary and Elementary

Leadership Team:

PK- Candy McAdams - PK, Mandy Benefield - K, Krista Robinson - 1st Grade, Vicki Hanson - 2nd Grade, Lori Easterwood (STEM Teacher) - CHAMPS, Shawna Rowan - Sp. Ed., Trish Smith- Counselor, Paige Barger - Media Specialist, Katrina Smith - AP, Vic Coggins - Principal

District ELA/Literacy Team:

Shea Boyd - K, Stacey Armstrong - 1st Grade, Leslie Kimball - 2nd Grade, Kim Hammond - Academic/Literacy Coach

Community Assets

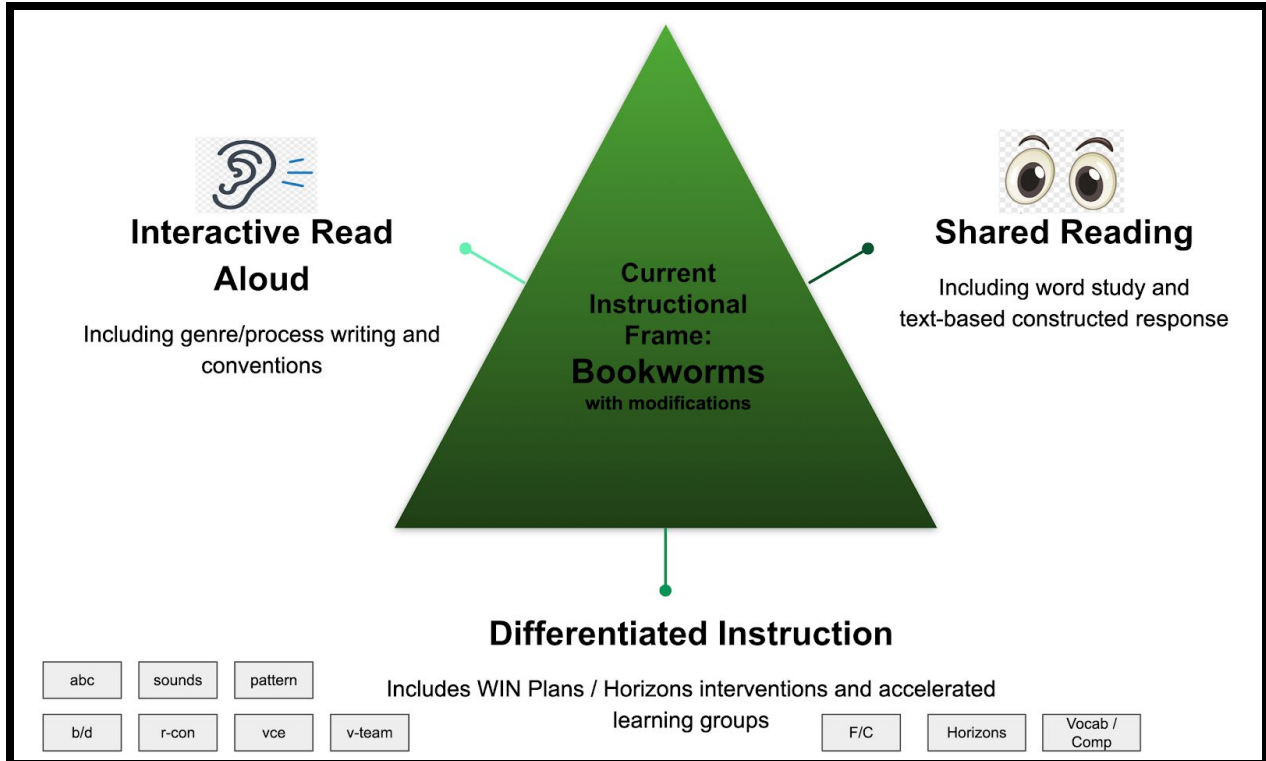
HCHS - CTAE, Tanner Medical & Willowbrook, UWG & GYSTC (STEM), Woodall Orthodontics, Wayne Davis Concrete, Kimball's General Store, Dollar General, Lee Moore Appliance, Just Styling, McAdams Lawn Service, Georgia Farm Bureau, Haralson County Fire Department, Blue Ridge Healthcare, and Ed Bonner are examples of businesses who have partnered with BPS to provide educational opportunities and/or financial assistance. Our local

churches and several community members provide food for our low income students on the weekends through our Backpack Program.

Past Instructional Initiatives

- Reading First
- Thinking Maps

Current Instructional Initiatives



Individual School Professional Learning Needs

- LETRS
- Bookworms 2.0
- Role of advanced phonemic awareness in word-level reading-- orthographic mapping / phonological proficiency
- Disciplinary Literacy
- Data Analysis
- Acceleration
- *Horizons*
- *Spelling Mastery*
- *EduCeri* (grammar)
- *Fast-Start Early Readers*
- *Lindamood Phoneme Sequencing Program*
- *Talkies* for Oral Language Comprehension and Expression

- *Let's Know!* from Language and Reading Research Consortium
- Center for Gifted Education at the College of William and Mary Units
- Advanced Curriculum by Vanderbilt University

Need for an L4GA Project

At BPS, we have begun the process of aligning our literacy practices to the standards, the science of reading, and to the instructional framework we've adopted--Bookworms. Although the process is ongoing, cyclical, and sometimes bumpy and uncomfortable, our teachers and leaders have continually worked together to grow independent and proficient readers, writers, thinkers, and learners. In short, as Dr. Duke explains, "Having to deal with the aftermath of years of high-quality, comprehensive reading comprehension instruction would be a good problem to have." We strive to make this *problem* a reality and both accomplish and avoid what she details here (Nell, et al., 2011).

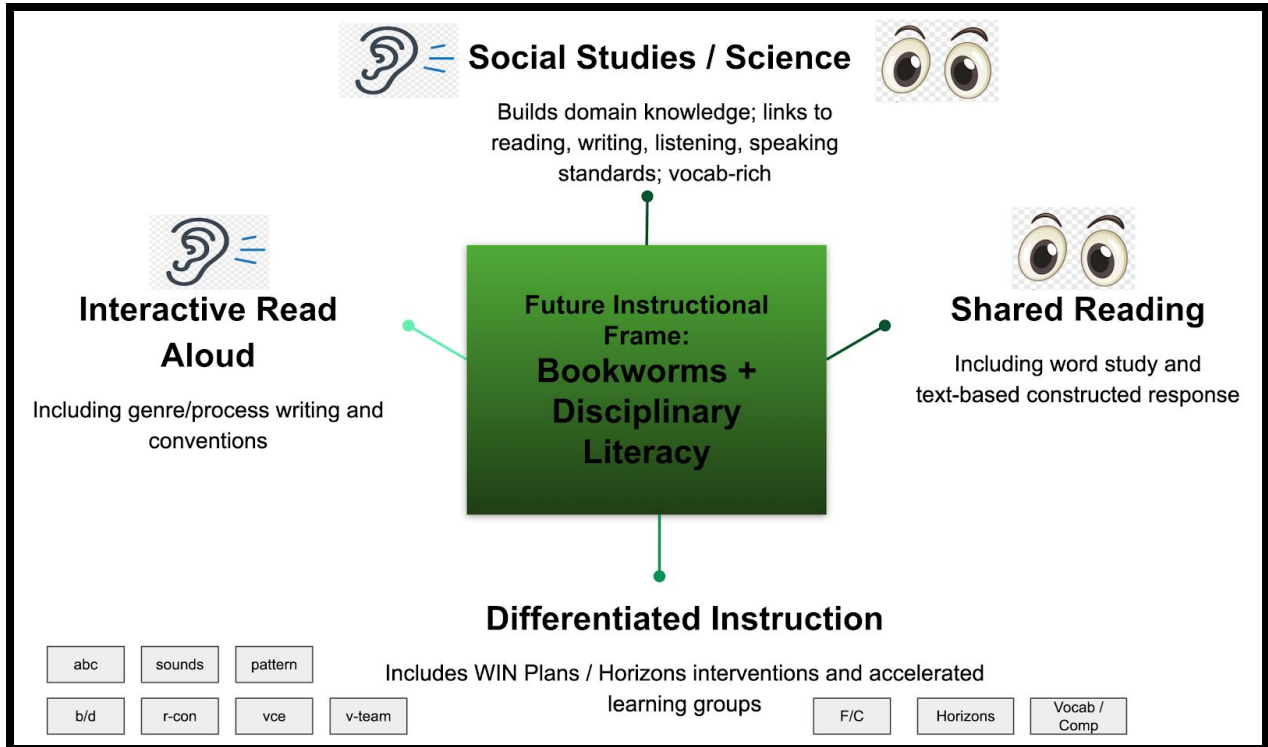
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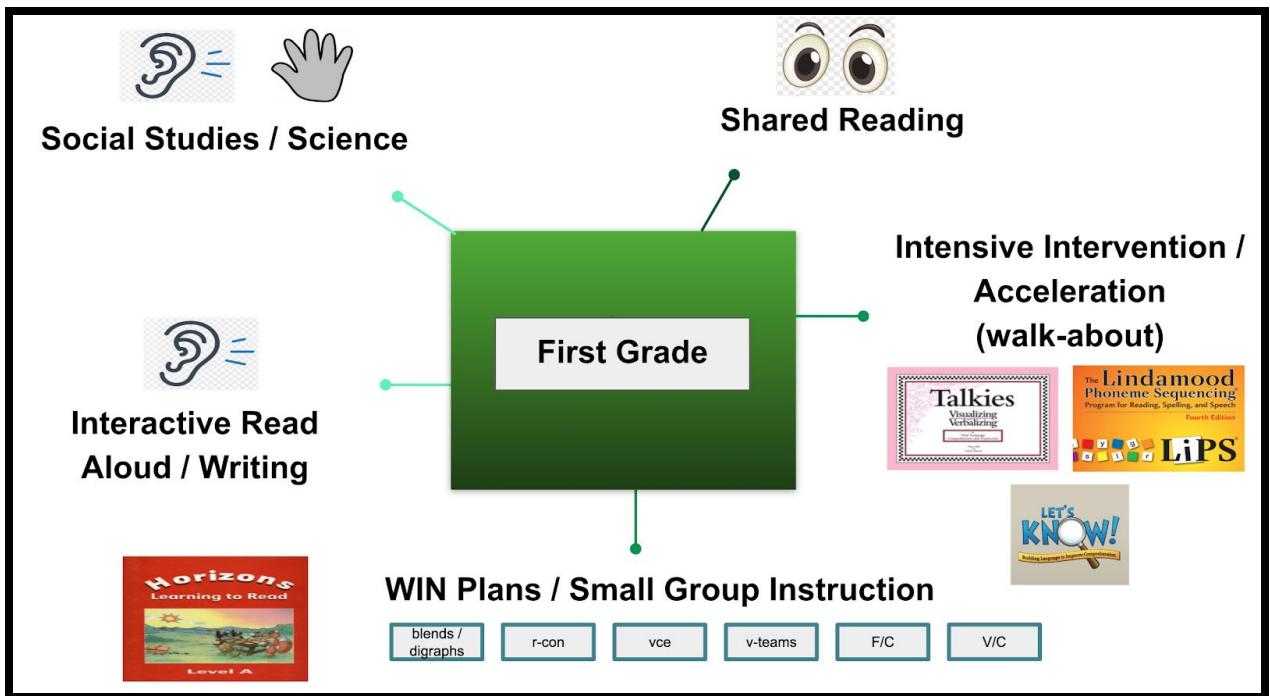
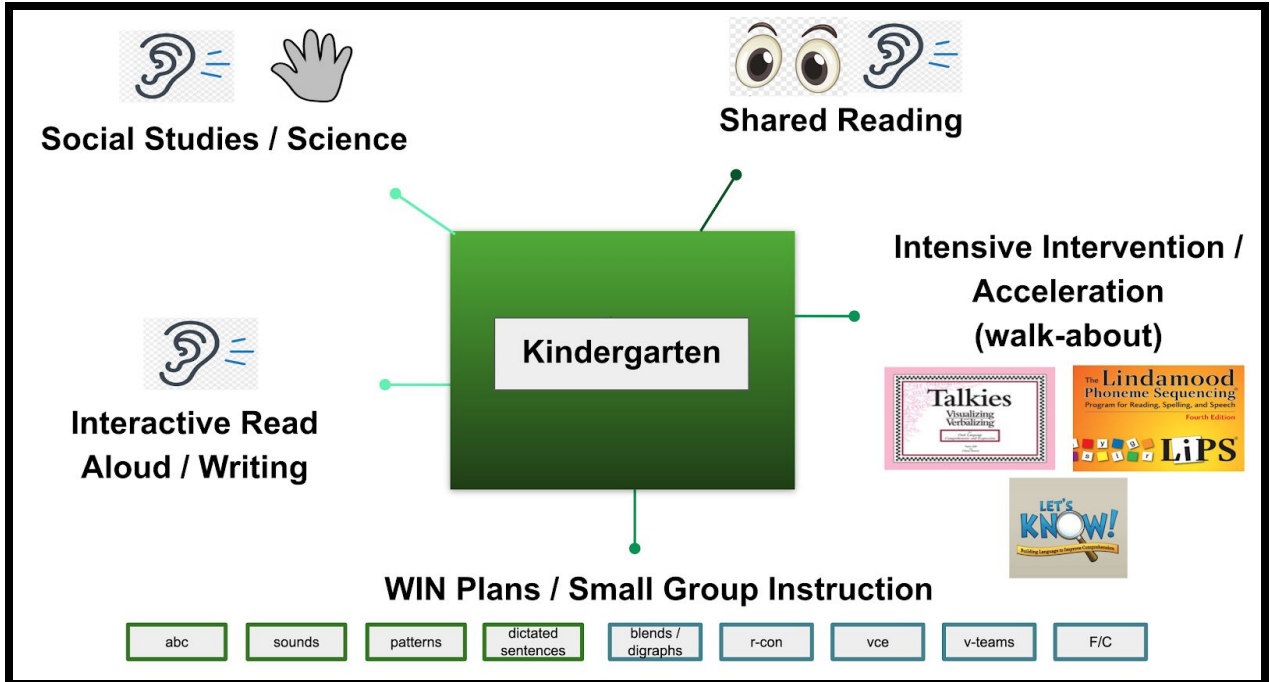
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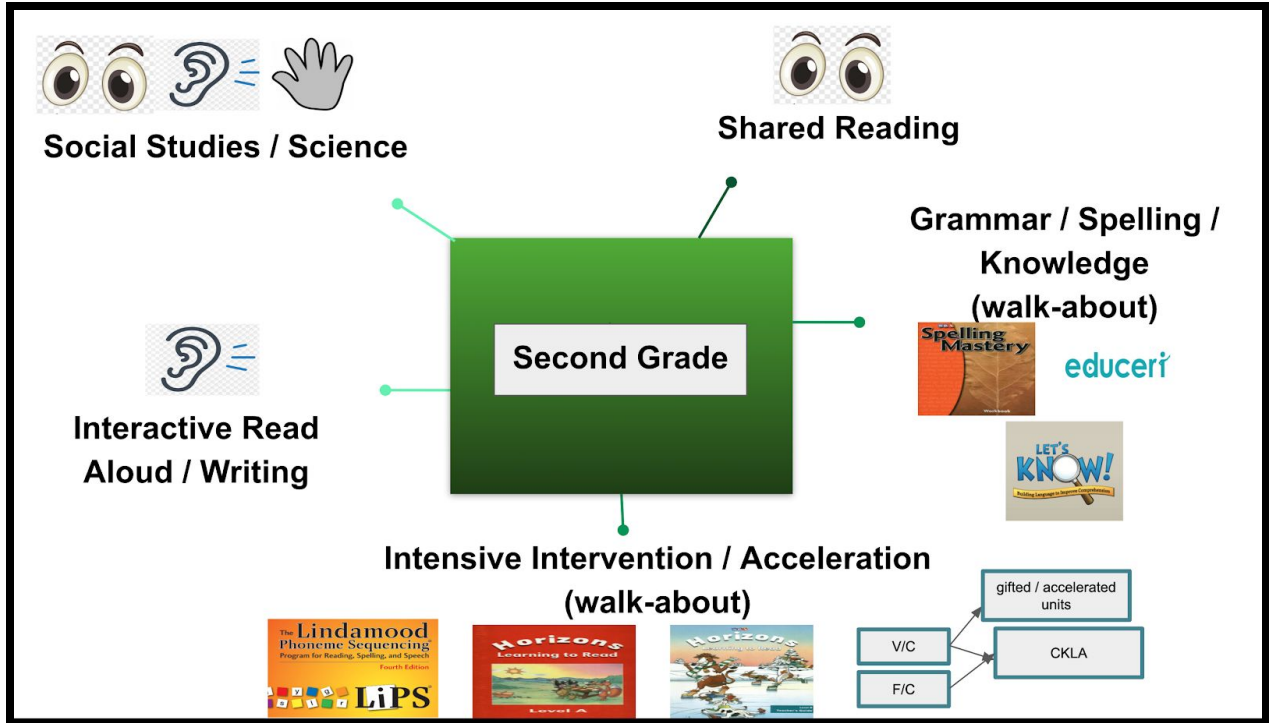
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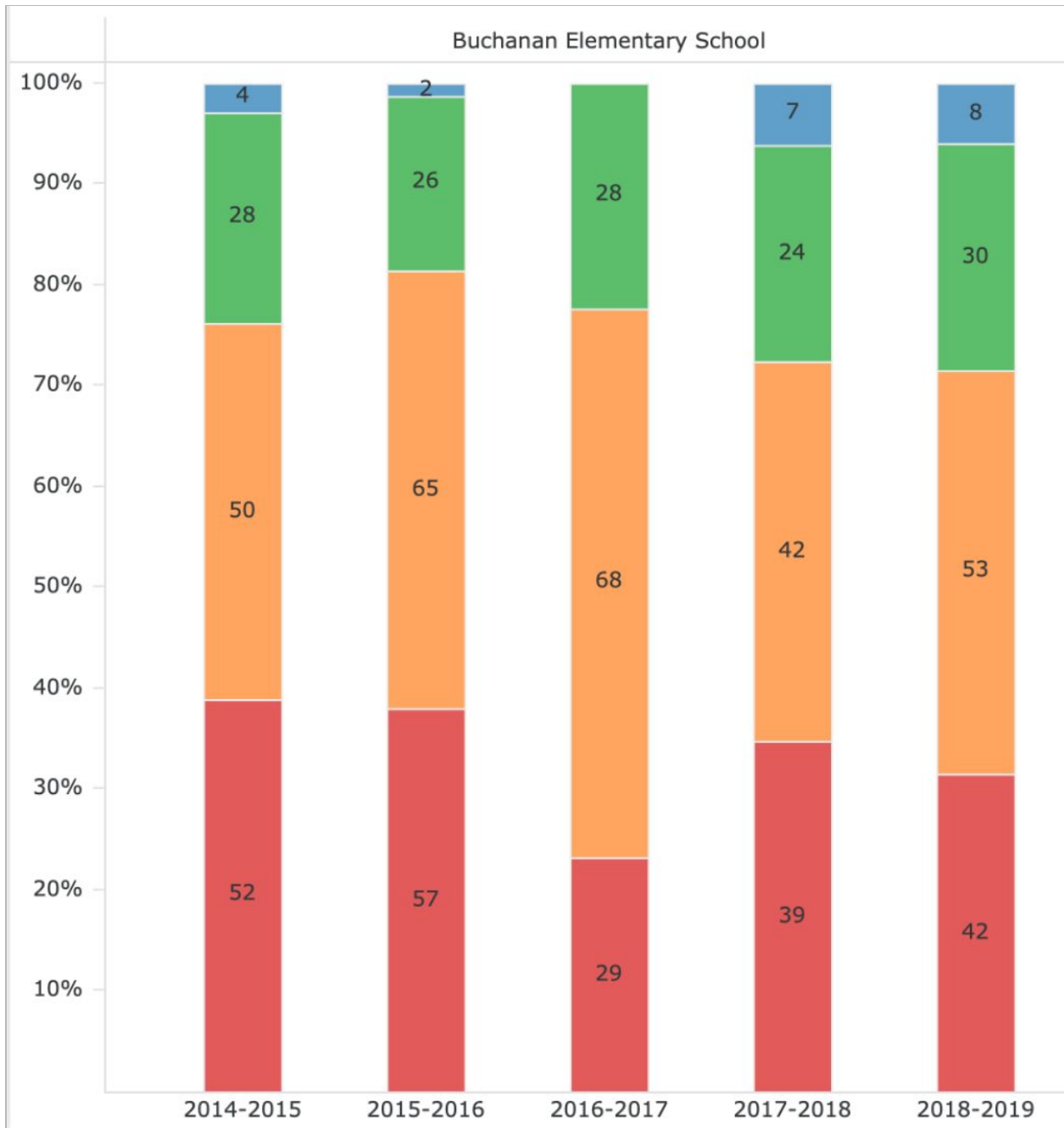
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Some of the questions we hope to explore overtime through this grant may even help others as they pursue rebuilding their school-wide and district-wide literacy systems.

- What might happen when this kind of instruction is a focus every year in every classroom at every grade level?
- What can we expect of students who have had years of high-quality comprehension instruction? How can we continue to challenge these students?

- When should teachers begin composing instruction?
- When and how should students use invented spelling?
- How much practice do students need to learn the central features of an opinion essay?
- How much support should students get when writing?
- How can teachers help students become independent writers?
- How do we capitalize on the most useful findings of the vast and extensive world of empirical research into reading acquisition for assessing reading difficulties and for designing highly effective interventions?
- With a surge in the focus of the science of reading throughout the worldwide education community, how might we better utilize the learning opportunities presented through digital tools and social media to our advantage?
- How might we leverage parental involvement as an intervention?
- In what ways might we connect with our colleagues in other grade levels to learn from the effects of evidence-informed practices on students as they progress through the HC educational pipeline?
- How can we create a regional hotspot promoting evidence-informed practices across an entire district, luring others into the fold?
- How can we work in ways that will demonstrate achievement for our students as they enter third grade at the elementary school?

3rd Grade Achievement Levels



- Achievement Result**
- Distinguished Learner
 - Proficient Learner
 - Developing Learner
 - Beginning Learner

Along with our Literacy Needs Assessment, the Get Georgia Reading Framework played a prominent role in our overarching needs assessment and data analysis process.



The following are goals we’ve prioritized based on these analyses.

Goal 1: Continue designing, organizing, and fully implementing our evidence-informed, school-wide, Tier 1 instructional unit.

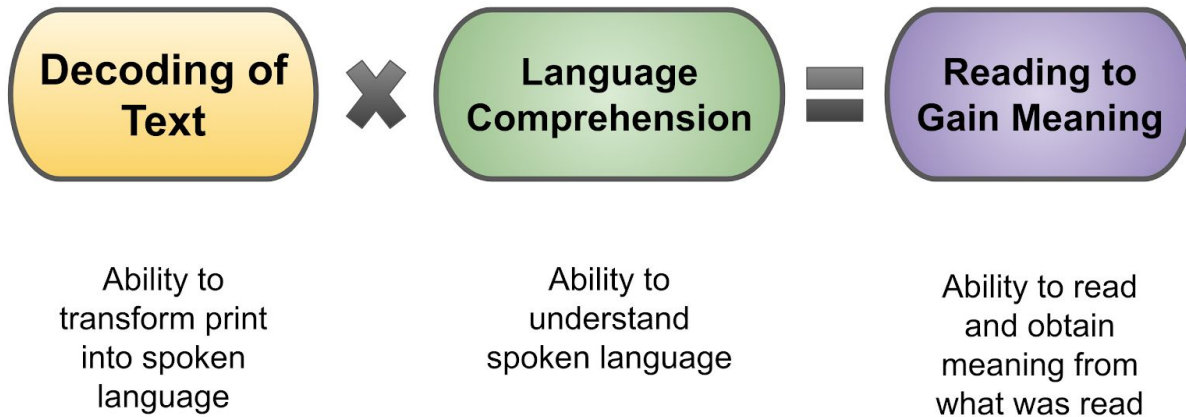
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- Teacher and leader “professional wisdom has trumped research findings that are counter to what teachers believe or are comfortable with (Walpole, 2012).”
- Although an evidence-informed ELA program for core instruction for K-5 was adopted in the 2017-2018 school year, qualitative and anecdotal data show implementation is sporadic, and the research underpinnings are poorly understood by teachers and leaders. (Building Block 5b and 6b)
- Our primary core programs focus on building foundational skills in word level reading and language comprehension; however, where the provided resources are underutilized, student literacy growth and achievement stagnates. (Building Block 4a)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| Provide PL opportunities Design sounds walls in each classroom | District Leaders District Literacy Coaches Principals | Certificates of completion for virtual PL modules Classroom observations |

| | | |
|---|--|---|
| <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Establish Professional Learning Communities (PLCs) to organize the school improvement cycle</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All classroom teachers</p> | <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● WIN Plans ● <i>Horizons</i> Mastery Tests ● DIBELS Next ● Progress Monitoring data for specific interventions ● MAP RIT ● MAP Lexiles |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Open Up Resources (Bookworms K-5 core program resources) ● LETRS (online modules for the science of reading) ● Materials for program specific trainings ● Sub funds for PL ● Lesson Planning Templates ● Collaborative Planning Session Templates ● Decodable readers | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See BPS Appendix) | | |

Simple View of Reading



(Gough & Tunmer, 1986)

Goal 2: Continue designing, organizing, and fully implementing layers of increasingly intensive interventions.

Needs Assessment Support:

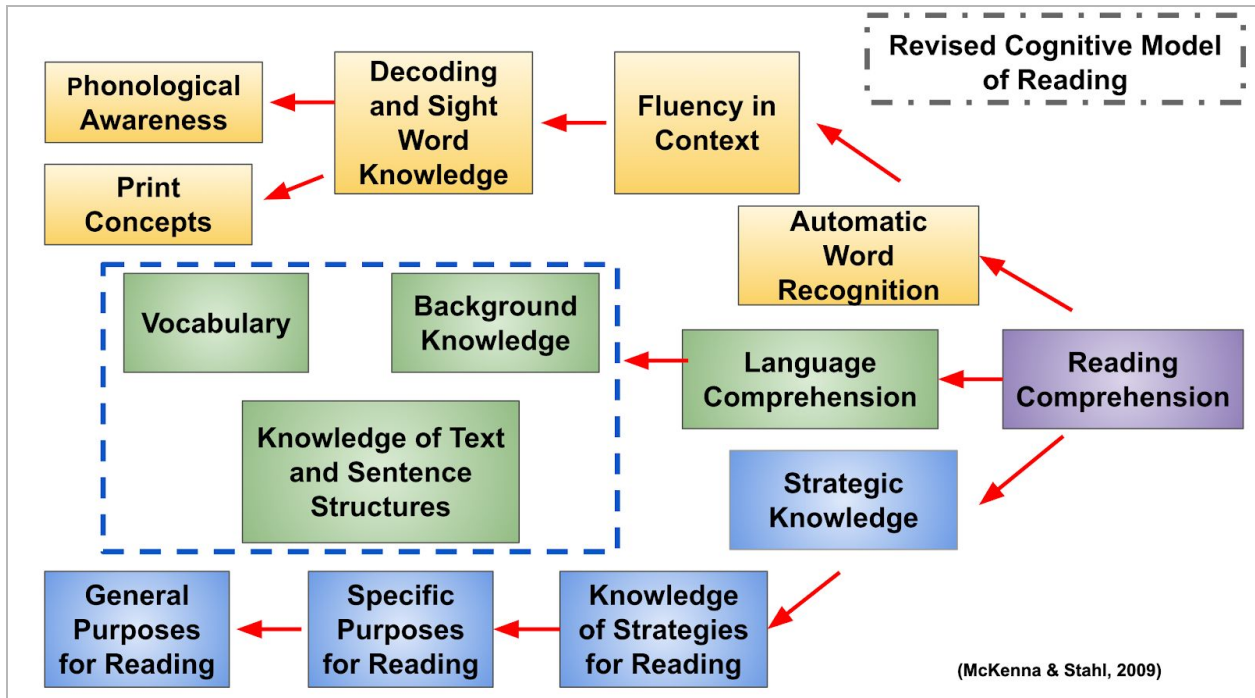
- As Tier 1 becomes more solidified, Tier 2 and Tier 3 can transform into the layered instructional support that increase in intensity, not simply a paperwork process. (Building Block 5a-d)
- Our WIN Plan data (the differentiation piece of Bookworms) show that students beginning the small group skill instruction in kindergarten are not reaching the Fluency/Comp group by January of first grade like the sequence intends. This puts each grade level behind as students advance, forcing teachers in the next grade level to struggle to bring their decoding and oral reading fluency to grade level. (See pie charts below.)
- Clearly defined instructional practices for all tiers of intervention are emerging.
- Training teachers to specialize in certain Tier 3 and specially-designed instructional practices is a prioritized need.
- Tapping parent involvement as part of a layered intervention approach has never been addressed in a systematic way, although a high percentage of parents attend school academic functions. (Building Block 1f)
- Triangulating multiple data points through the deepening understanding of the science of reading ranks as a high priority. (Building Block 5d)
- Our most advanced / gifted students also require accelerated content. (Building Block 4c-d)
- We assessed the need of building an increasing knowledge-base in evidence-informed practices around intervention models.

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| <p>Provide PL opportunities</p> <p>Identify teachers for specialized training in intensive interventions</p> <p>Structure schedules in ways that allow for targeted instruction</p> <p>Design and organize parent involvement events</p> <p>Identify and train SLPs and other personnel to model parent involvement strategies</p> <p>Bring general education, special education, RTI, Title, EIP, ELL teachers, as well as SLPs and paraprofessionals, to the same table to streamline collaboration and communication around individual students with a focus on data triangulation</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> | <p>Parent surveys</p> <p>Certificates of completion for virtual PL modules</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● PAST ● Common Core Early Language Screener ● Progress Monitoring probes with specific intervention programs ● <i>Horizons</i> Mastery Tests ● DIBELS Next |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies | | |

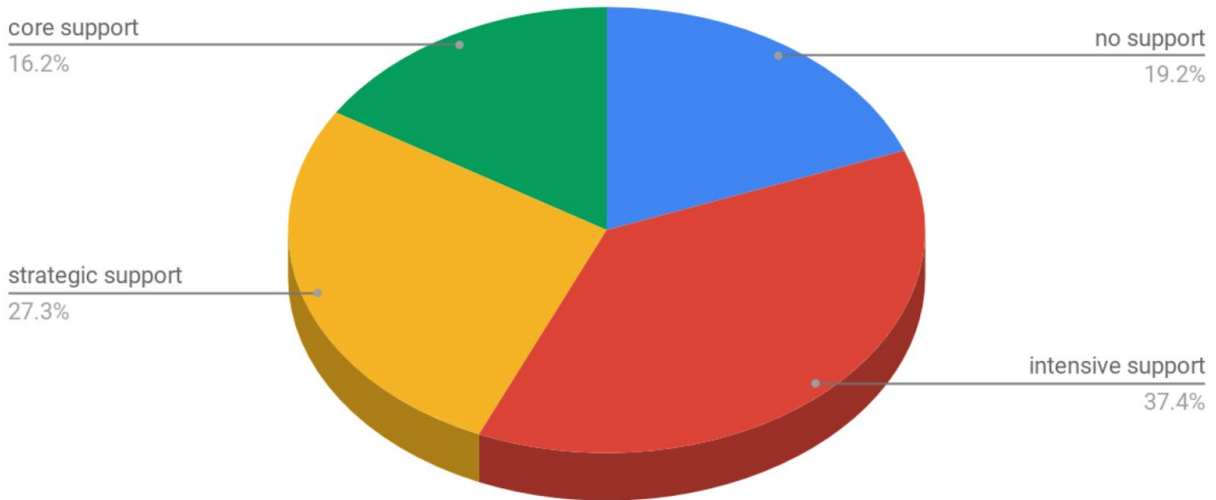
- Sub funds for PL and peer observation

Research:

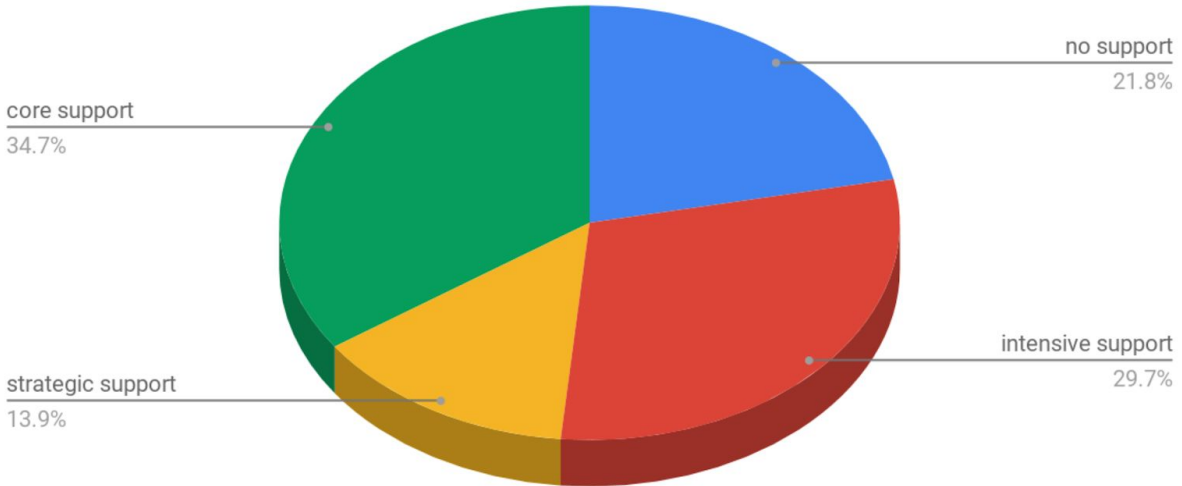
- (See BPS Appendix)



Grade 1 DIBELS Oral Reading Fluency MOY 2019-20



Grade 2 DIBELS Oral Reading Fluency MOY 2019-20



Goal 3: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

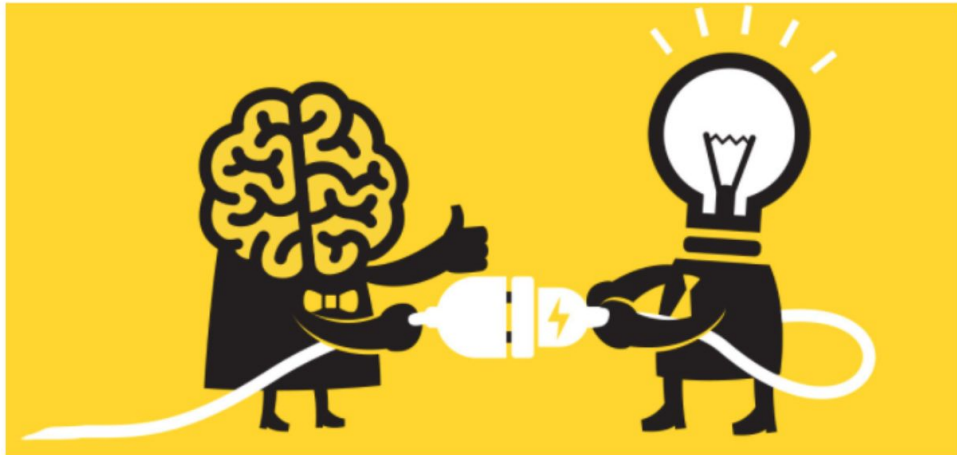
Needs Assessment Support: Building Blocks 1e, 2b, 4b, 6b

- Optimization of literacy instruction in all content areas is currently not addressed. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the curriculum. (Building Block 2b)
- As well as prioritizing read alouds and oral language comprehension through the disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b)
- We need access to high-quality professional learning about content area literacy appropriate to the age range of our students. (Building Block 6b)

| Action Steps | People Responsible | Measurable Outcomes |
|---|--|--|
| <p>Link science and social studies standards to read alouds already in publication, like CKLA, Text Talk, etc.</p> <p>Create read alouds linked to social studies and science standards</p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress</p> |

| | | |
|--|--|---|
| <p>Participate in PL around oral language comprehension, explicit vocabulary instruction, and writing stems</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL and Bookworms</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> <p>Use <i>Writing Revolution</i> sentence stems</p> <p>Explore resources at Seeds of Science / Roots of Reading and utilize the Do-It, Talk-It, Read-It, Write-It approach</p> | <p>Teacher Leaders</p> <p>All teachers specializing in any of the interventions provided to students</p> | <p>(or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies ● Sub funds for PL ● Lesson Planning Templates ● Collaborative Planning Session Templates ● Disciplinary Texts / Text Sets | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See BPS Appendix) | | |

Knowledge = Driving Force



(Elleman & Compton, 2017)

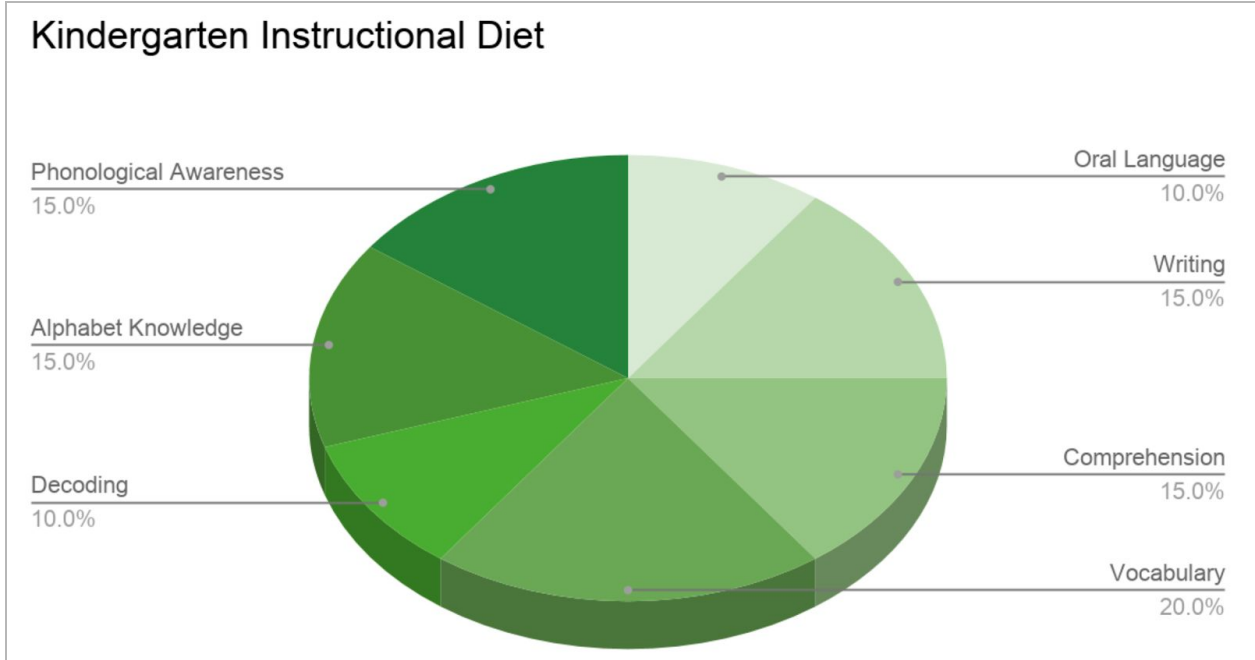
Goal 4: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in young children.

Needs Assessment Support:

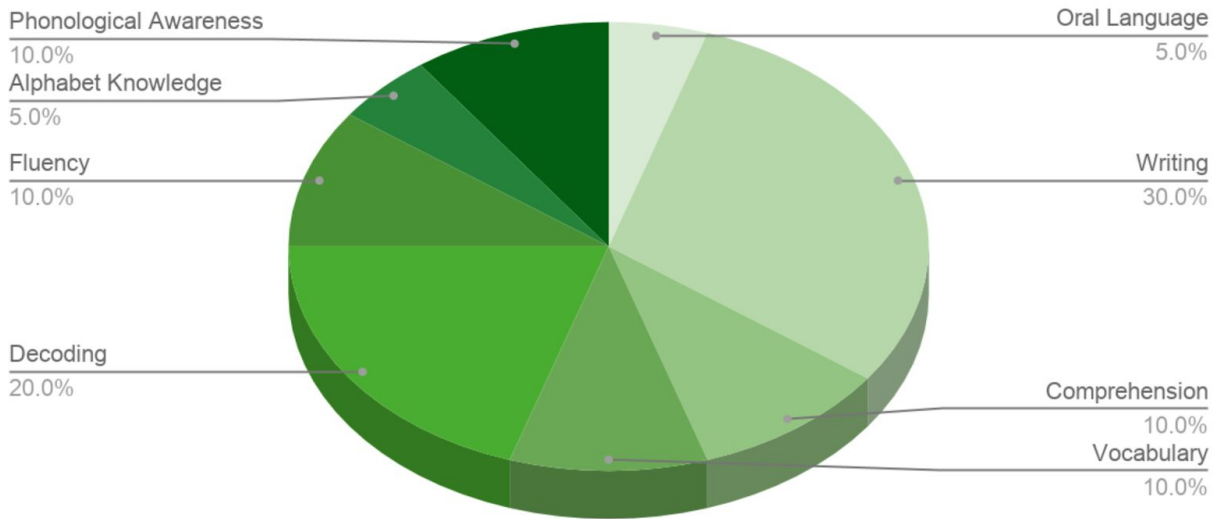
- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)

| Action Steps | People Responsible | Measurable Outcomes |
|--|--|--|
| Viewing online writing modules (Comprehensive Reading Solutions) <ul style="list-style-type: none"> • Writing Development • Elementary Writing Instruction • Elementary Writing Assessment • Sentence Composing • Writing and Differentiated Reading Instruction • Handwriting Analyzing the writing instruction included in Bookworms | District Literacy Coaches Principals Assistant Principals HC District Support System Representatives Teacher Leaders All teachers | Classroom observations Walkthrough data Alignment of lesson plans to observed practices Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading Post-observation debriefs Calibration sessions across district / school buildings |

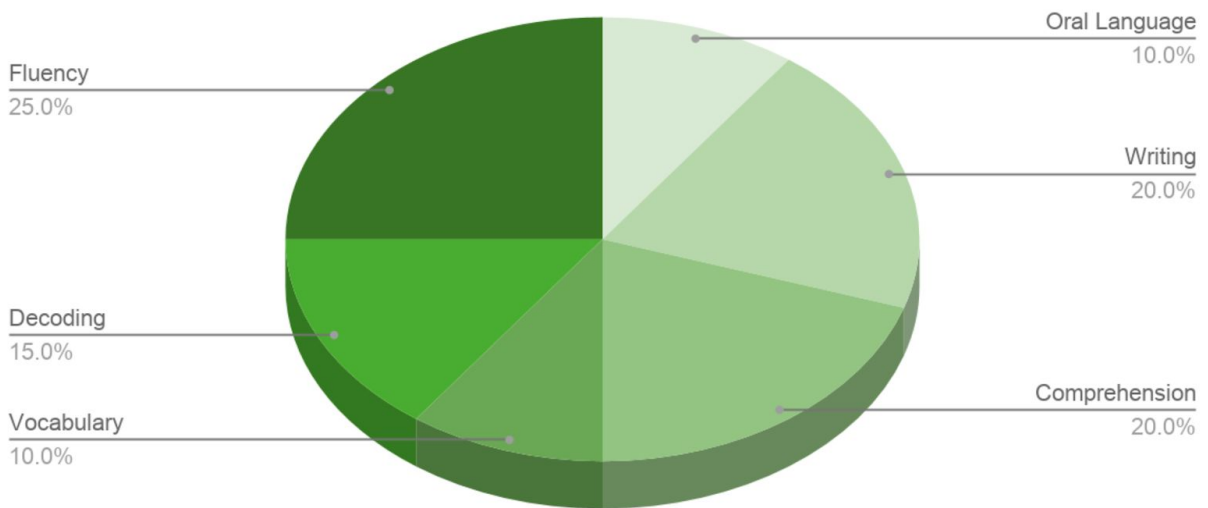
| | | |
|---|--|---|
| <p>Experimenting with a variety of resources and structures based on the evidence-informed practices learned in PL</p> | | <p>Coaching conversations</p> <p>Virtual coaching logs</p> <p>Spelling inventory</p> <p>Handwriting rubric</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Program materials ● Program specific PL funds ● Parent events materials/supplies ● Sub funds for PL ● Lesson Planning Templates ● Collaborative Planning Session Templates | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See BPS Appendix) | | |



Grade 1 Instructional Diet



Grade 2 Instructional Diet



Section 8 School Plan--HCHS

School History

Haralson County High School is part of the Haralson County School System located in Tallapoosa, GA. HCHS currently serves 909 students in grades 9 – 12, 459 males and 450 females. The student body is 90.7% white, 3.9% multi-racial, 2.6 % black, 2.2% Hispanic, > 1% Asian and American Indian. Currently, there are 72 teachers and over 100 staff members who provide a high-quality education for the young people in Haralson County. Haralson County High School was built and first opened in 1970. The school was a consolidation of three community high schools: Tallapoosa High School, West Haralson High School and Buchanan High School. At that time, the campus consisted of three buildings, the main campus building, the gymnasium, and the field house. Over the years the campus has grown with the addition of several buildings: CTAE wing in 1974, Freshman Academy in 1978, Fine Arts and Axillary Gym in 2007, and the Wrestling Facility in 2017. Each addition has helped in creating a learning environment that provides all students with an opportunity and a bright future.

Administrative and Leadership Team

Administration:

Benji Cole, Principal; Jamie Finley, Assistant Principal; Ben Hudson, Assistant Principal; Meagan Rutherford, CEO College and Career Academy

Leadership Team:

Benjie Cole - Principal, Jamie Finley - AP, Ben Hudson - AP, Meagan Rutherford - CEO College and Career Academy, Michael Clayton - ELA, Laura Dickerson - Math, Cheryl Smith - Foreign Language, Jeff Barron - Science, Melisa Holdbrooks - CTAE, Troy Thompson - Fine Arts, Lisa Warren - Physical Ed/AD, Mandi Peavey - Counselor, Elena Schulenburg - Career Coordinator, Becky Wright - HCDO, Trey Staples - Media Specialist, Jennifer Cofield - SS, Jessica Bentley - ELA, Joshua Lawler - Science, Ryan Diprima - SS, Julia Honninshead - ELA, Kim Ivester - Counselor, Amy Chastain - ISC

Community Assets

Haralson County High School has numerous partnerships with Haralson and neighboring counties. Balfour, Value Teachers, Hardin Fine Art Photography, Miller Funeral Home, Hat D Trucking, Smith Farms, Pope's Insurance, Carroll EMC, Honda, and HPPG are local businesses that support our students through donations and other means of support. In addition, these businesses and many more attend our annual Job Fair to provide information on local job opportunities for our students. Students are also provided with an invaluable partnership with both the University of West Georgia and West Georgia Technical College. Both provide our

students with dual enrolment opportunities making it convenient for all who choose this route. Others may choose the military as a post-secondary option. HCHS currently has a strong partnership with all branches of the military. This makes it easy for recruiters and students to connect prior to graduation. Finally, through the Southwire company and Tanner connections, many of our students take full advantage of the 12 for life program and the Tanner Connections programs. Both provide our students with work-based internships while completing their high school experience.

Past Instructional Initiatives

- 25 Book Initiative
- Lexile software

Current Instructional Initiatives

- Reading Enrichment Course for struggling 9th graders

Individual School Professional Learning Needs:

- Comprehensive Reading Solutions (modules)
- *Cracking the Common Core* (book study)
- Disciplinary Literacy

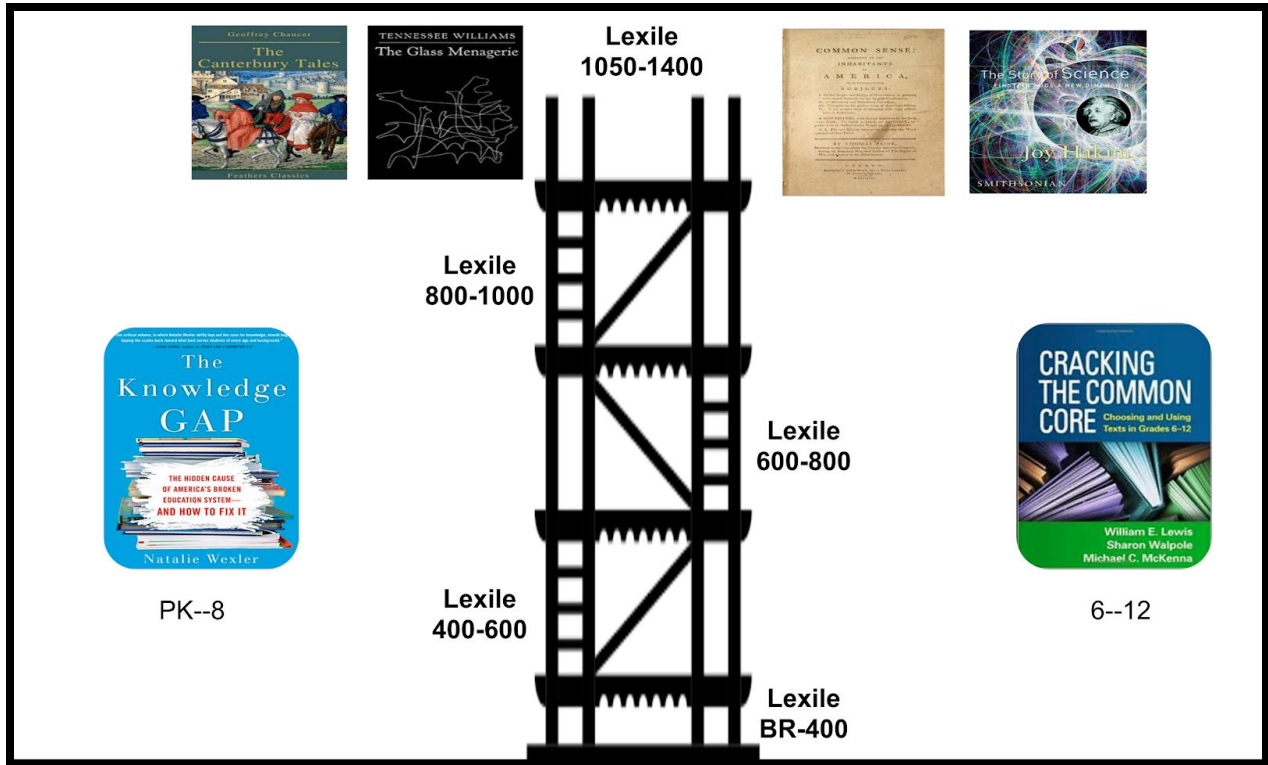
Need for an L4GA Project

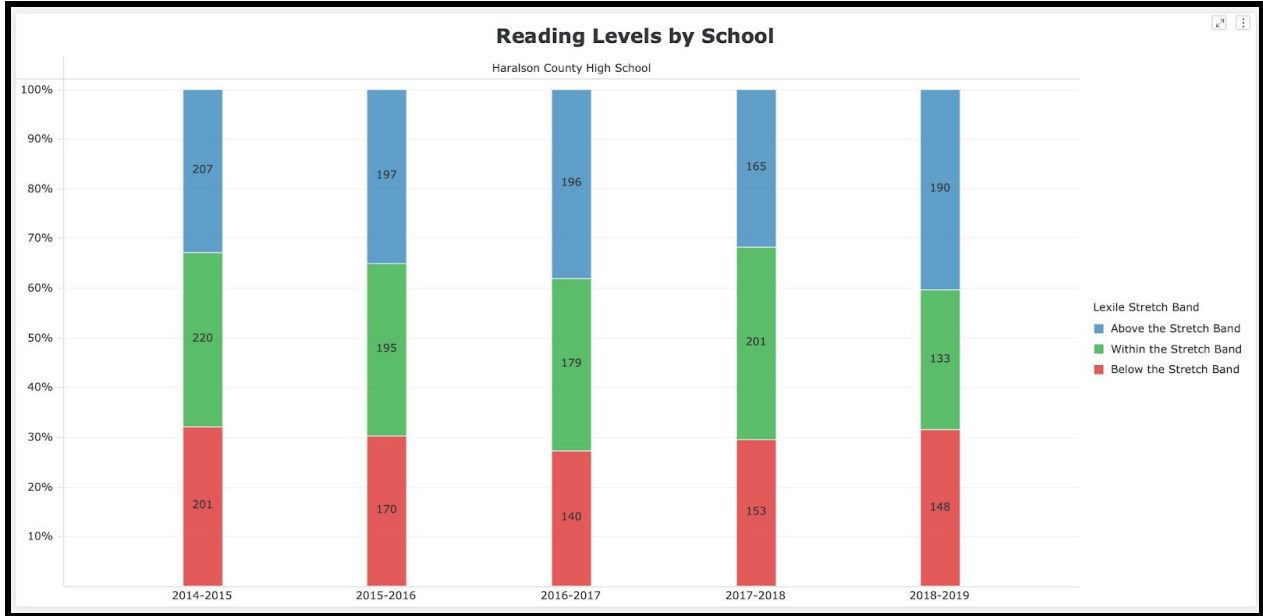
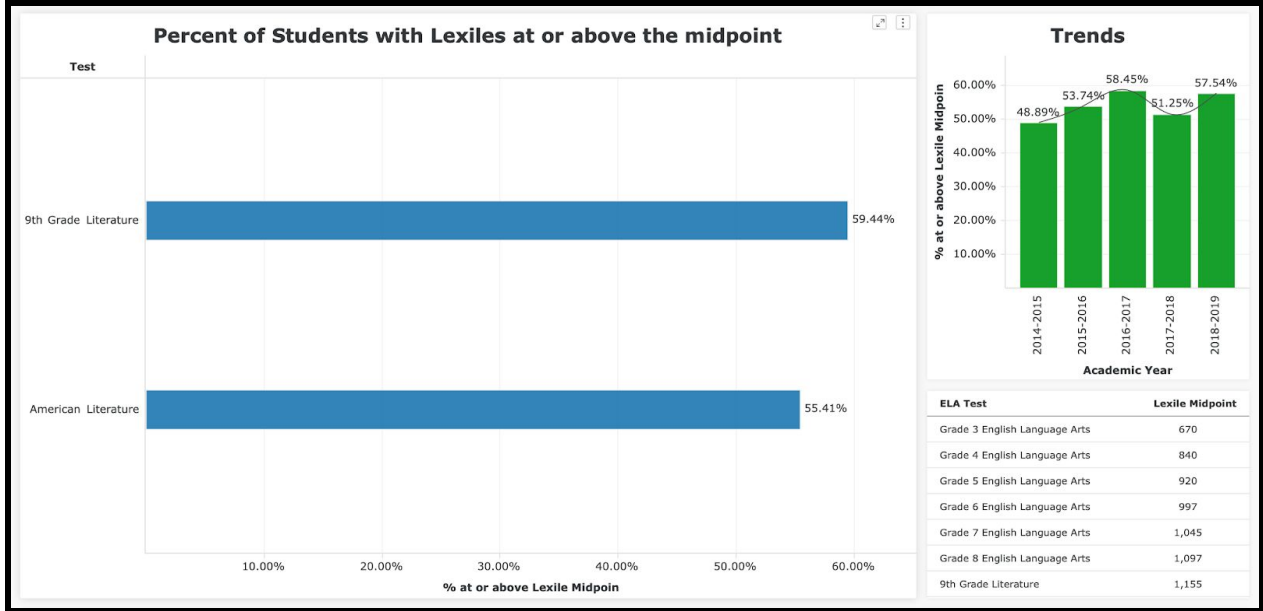
Encouraged by the increased focus on literacy in the primary, elementary, and middle school grades this year, HCHS is launching its work into literacy instruction across the content areas. Having learned from some missteps in other schools, we are using our first year to focus on increasing leader knowledge around best practices and the empirical evidence that guides those pedagogical structures.

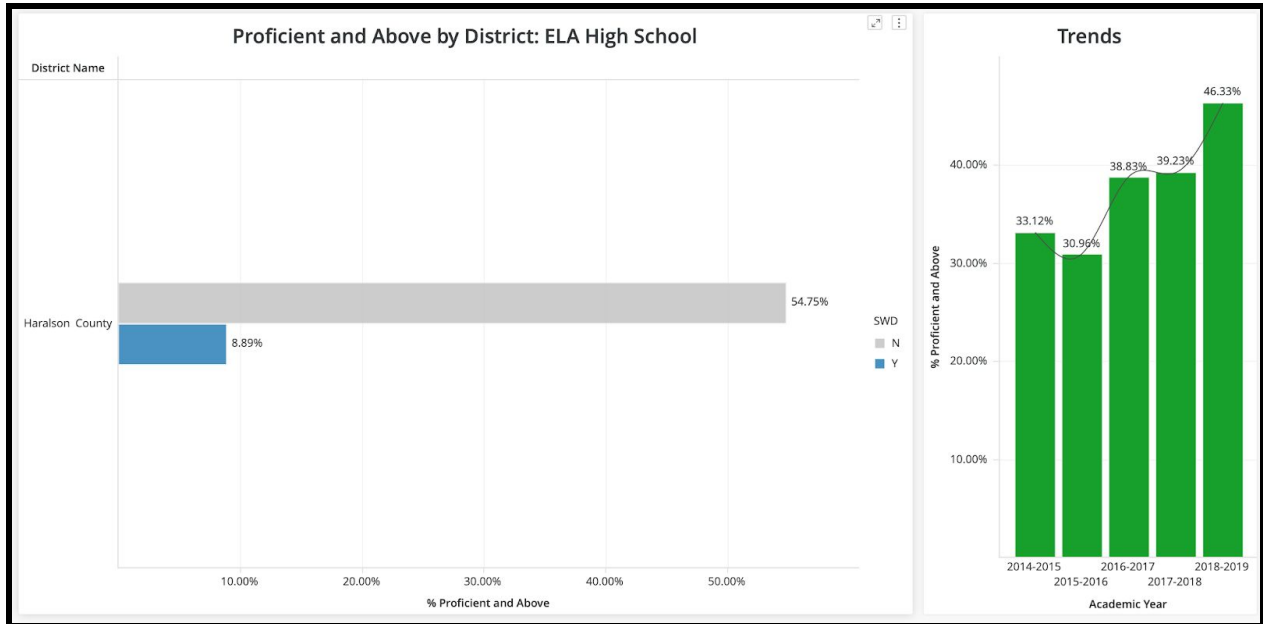
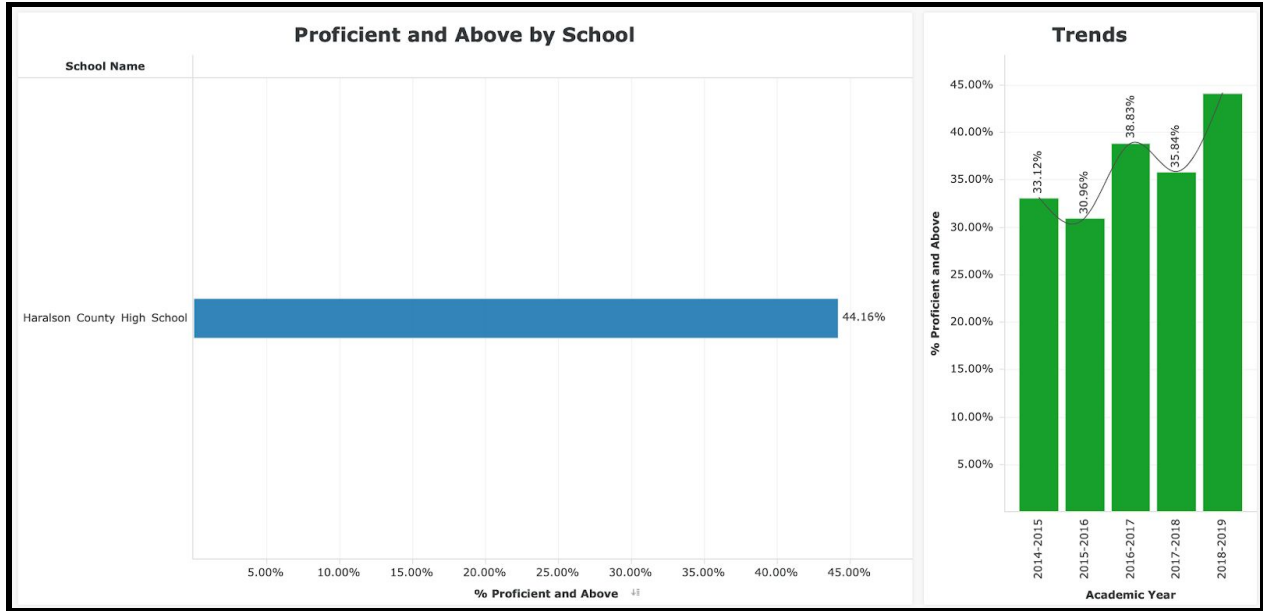
We worked backward from a data analysis protocol and the basics of research in the area of reading acquisition to better understand where we are and what we might expect moving forward. From a research point of view, the issue relates to text complexity in all of our courses and the use of texts for instruction, as well as the role of background knowledge in reading comprehension. The following questions guide our inquiry.

- How do we bridge the gap between where students are in their independent reading abilities and the complexities of grade level material?
- What reading demands are placed on students in our courses?
- What pedagogical structures, if any, are utilized by teachers to support students with the reading and writing demands?
- What is the difference between content area literacy and disciplinary literacy?

- A substantial portion of our student population, especially Students With Disabilities, do not read within the Lexile stretch band. How can we work collaboratively to move our students forward over time?
- Who else is doing this work? How can we partner with them and learn alongside their efforts?







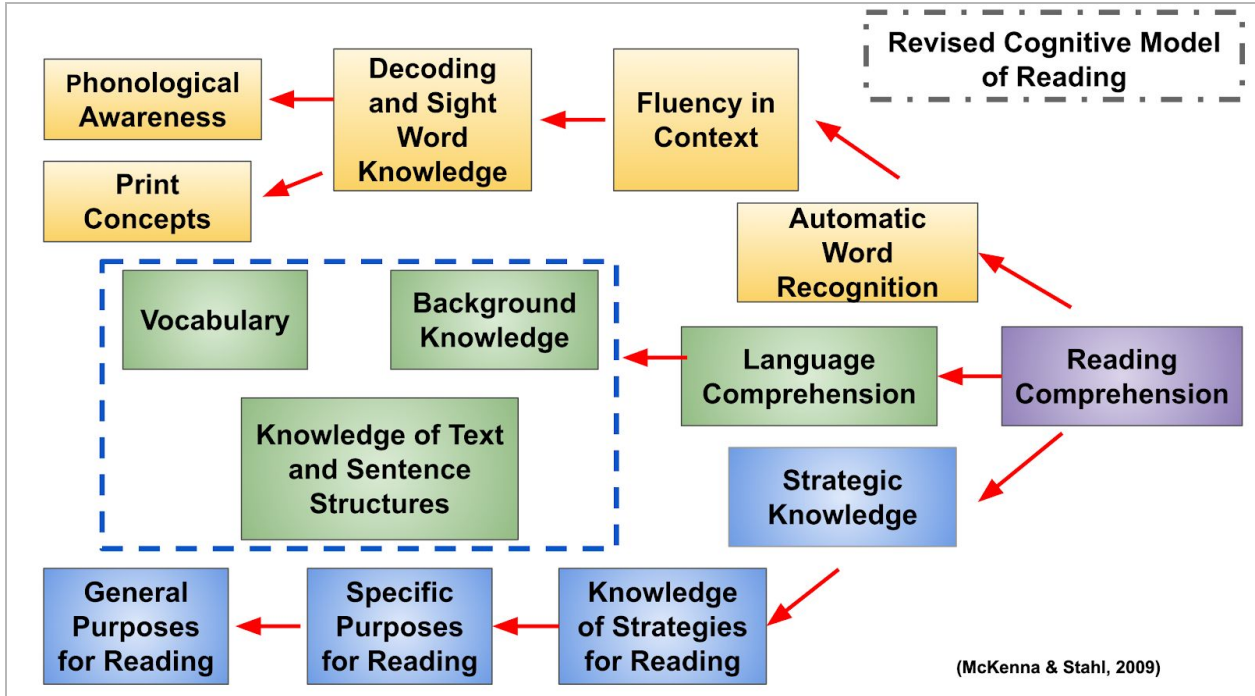
The following are goals we've prioritized based on the intersection of the analysis of data and research.

Goal 1: Engage leadership in the acquisition of knowledge and deep understanding of the science of reading and its corresponding pedagogical structures.

Needs Assessment Support:

- Administration is demonstrating a commitment to learn about and support evidence-based literacy instruction in our school through the design of a school-wide literacy plan and the subsequent training to learn these practices. (Building Block 1a)

| <ul style="list-style-type: none"> • Currently, there is no active literacy leadership team.. (Building Block 1b) • We have yet to focus on establishing a school culture in which teachers across the content areas accept responsibility for literacy instruction. (Building Block 1d-e) | | |
|--|---|--|
| Action Steps | People Responsible | Measurable Outcomes |
| Engage in PL opportunities and book studies: <ul style="list-style-type: none"> • Comprehensive Reading Solutions (modules) • <i>Cracking the Common Core</i> (book study) • Disciplinary Literacy Establish a literacy leadership team | Principal Assistant Principal District literacy coaches | Course common assessments RI Lexile MAP (9th grade remediation students) |
| Assets needed/used <ul style="list-style-type: none"> • (See HCHS Appendix) | | |
| Research <ul style="list-style-type: none"> • (See HCHS Appendix) | | |



Goal 2: Design a school-wide literacy framework that prioritizes the differences in the various disciplines and the role of content knowledge.

Needs Assessment Support:

- We currently do not have a consistent literacy focus across the curriculum. (Building Block 2a-b)
- All students do not receive direct, explicit instruction in reading. (Building Block 4a)
- We currently do not participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (Building Block 6b)

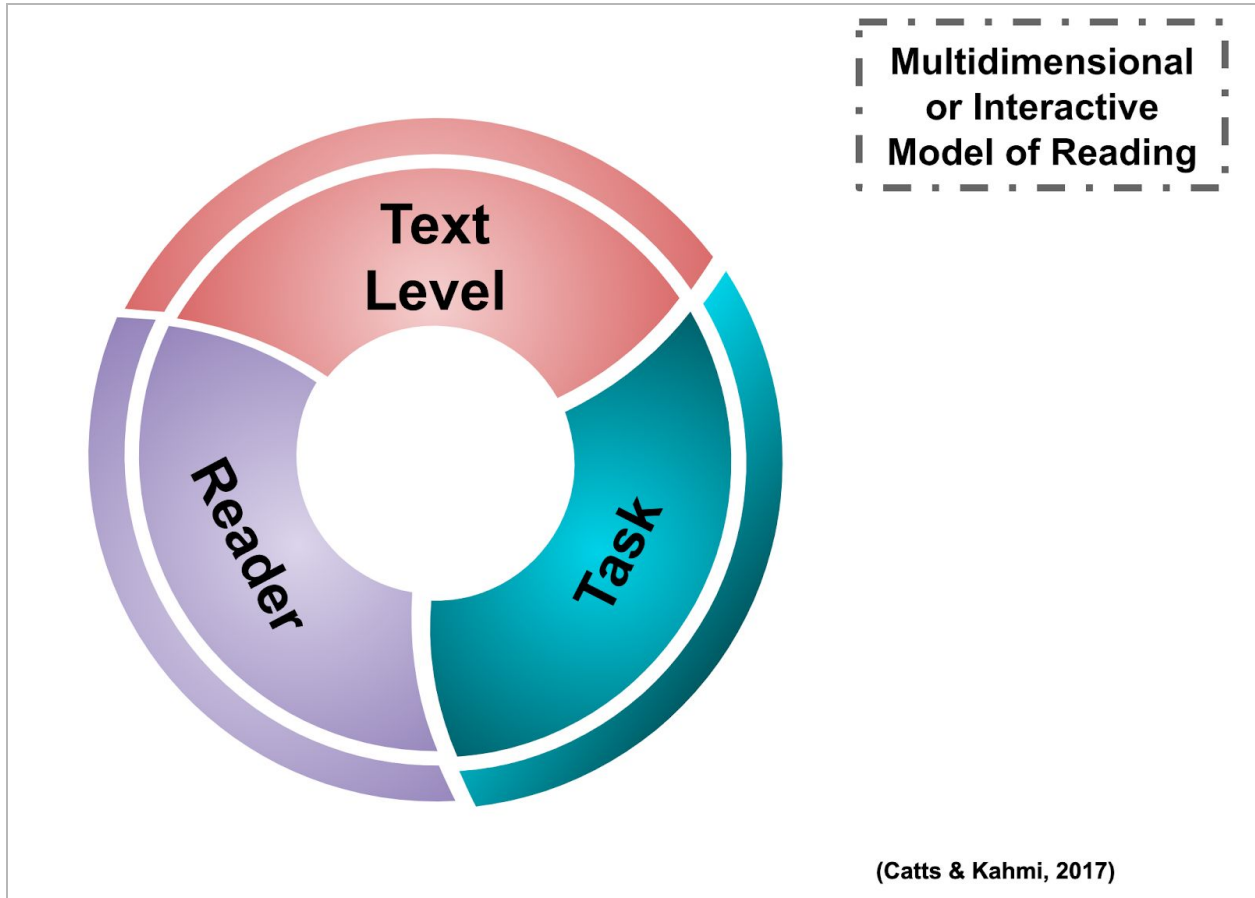
| Action Steps | People Responsible | Measurable Outcomes |
|--|--|---|
| <p>Engage in PL opportunities and book studies:</p> <ul style="list-style-type: none"> • Comprehensive Reading Solutions (modules) • <i>Cracking the Common Core</i> (book study) • Disciplinary Literacy <p>Use <i>during</i> reading scaffolds such as PALS, Reciprocal Teaching, Quad Text Sets, Listen-Read-Discuss, Collaborative Reasoning, Question the Author, Reading Guides</p> <p>Conduct classroom observations / debriefs of tier-one instructional unit</p> <p>Expand teacher pedagogical content knowledge (PCK) through a cyclical process</p> <p>Establish norms and procedures for Peer Observation</p> <p>Offer HC PL opportunities to pre-service teachers at UWG</p> | <p>Principal</p> <p>Assistant Principal</p> <p>District literacy coaches</p> <p>Teachers including Rebel Academy</p> | <p>Course common assessments</p> <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions</p> <p>Coaching conversations</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> • RI Lexile • MAP (9th grade remediation students) |

Assets needed/used

- (See HCHS Appendix)

Research

- (See HCHS Appendix)



Goal 3: Build vast world knowledge and large stores of vocabulary through disciplinary literacy.

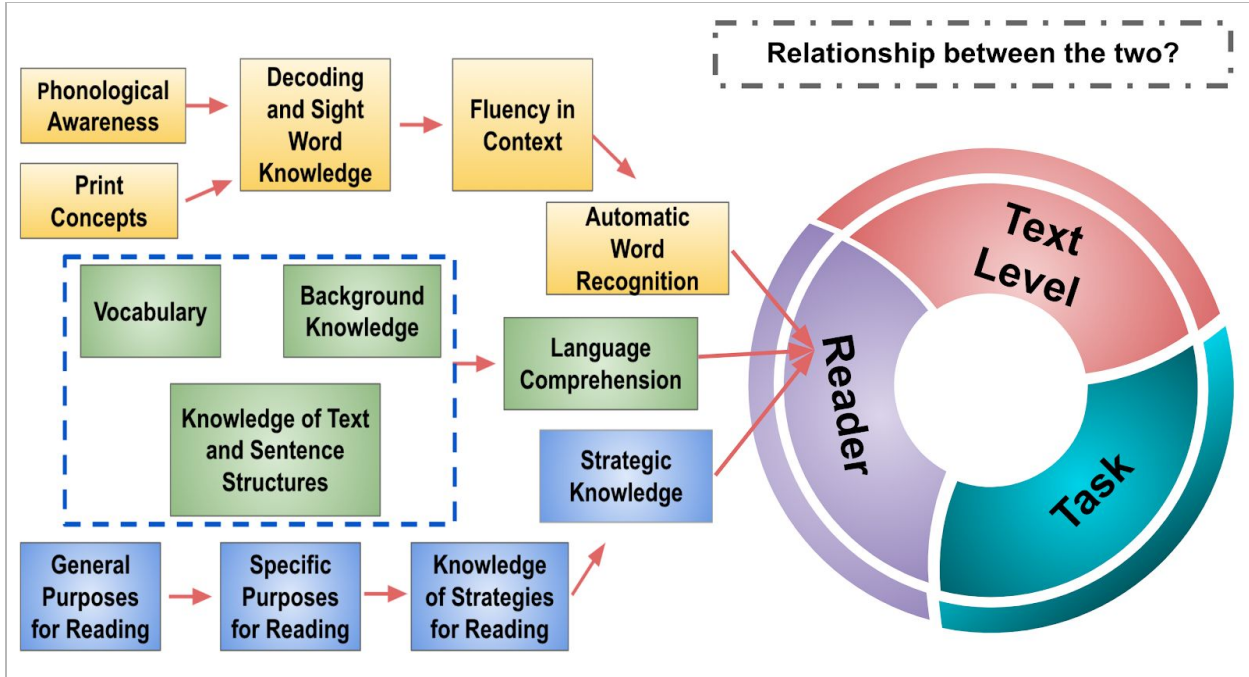
Needs Assessment Support:

- Optimization of literacy instruction in all content areas is currently emerging. (Building Block 1e)
- Due to time constraints, we are emerging in our literacy instruction across the curriculum. (Building Block 2b)
- As well as prioritizing reading grade level texts through our disciplinary literacy efforts, we look to increase writing instruction in the content areas. (Building Block 4b)
- We need access to high-quality professional learning about content area literacy and time to engage with it. (Building Block 6b)

| Action Steps | People Responsible | Measurable Outcomes |
|--------------|--------------------|---------------------|
|--------------|--------------------|---------------------|

| | | |
|---|--|--|
| <p>Continue to link STEM (the 4 Cs) with literacy</p> <p>View modules from Comprehensive Reading Solutions</p> <ul style="list-style-type: none"> ● Introduction to Argument Writing ● Academic Vocabulary ● Distributed Review ● Teaching Technical Vocabulary <p>Continue training in <i>during</i> reading scaffolds such as PALS, Reciprocal Teaching, Quad Text Sets, Listen-Read-Discuss, Collaborative Reasoning, Question the Author, Reading Guides in the content areas</p> <p>Implement explicit instruction to build fact, conceptual, and procedural knowledge in the content areas</p> <p>Utilize cognitive science to spiral facts and concepts across the year in the content areas</p> <p>Create knowledge organizers</p> <p>Create vocabulary instructional resources mirroring evidence-informed practices acquired through PL</p> <p>Engage in Every Pupil Response Techniques and structured talk</p> <p>Use <i>Writing Revolution</i></p> | <p>District Literacy Coaches</p> <p>Principals</p> <p>Assistant Principals</p> <p>HC District Support System Representatives</p> <p>Teacher Leaders</p> <p>All teachers of disciplinary literacy including the Rebel Academy</p> | <p>Classroom observations</p> <p>Walkthrough data</p> <p>Alignment of lesson plans to observed practices</p> <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● GMA ● Science common assessments ● Social Studies common assessments |
|---|--|--|

| | | |
|---|--|--|
| sentence stems | | |
| Assets needed/used: | | |
| <ul style="list-style-type: none"> (See HCHS Appendix) | | |
| Research: | | |
| <ul style="list-style-type: none"> (See HCHS Appendix) | | |



Goal 4: Build our writing instructional system utilizing a variety of resources, guided by our deepening knowledge of the science behind writing acquisition in high school students.

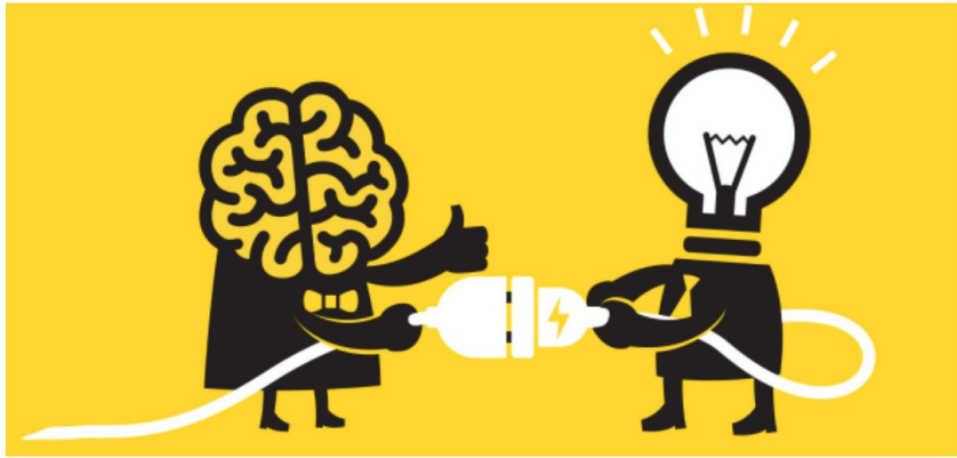
Needs Assessment Support:

- Even though reading has been a focus for school improvement plans and professional learning opportunities, writing instruction has lagged behind. (Building Block 4b)
- An observed discrepancy in our GMA data supports the inference that although Lexile data are improving, lack of proficiency in writing is prohibiting further advancements in overall achievement levels. (See charts below.)

| Action Steps | People Responsible | Measurable Outcomes |
|---|---|---|
| Provide teachers structured autonomy with a variety of resources and structures based on evidence-informed practices learned in PL: <ul style="list-style-type: none"> Claims Evidence Reasoning (CER) | District Literacy Coaches Principals Assistant Principals HC District Support System | Classroom observations Walkthrough data Alignment of lesson plans to observed practices |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> ● Writing for Understanding ● Self-Regulated Strategy Development (SRSD) ● Writing Revolution ● Reciprocal nature of reading and writing <p>Focus on writing at the sentence level in all content areas</p> <p>Engage in the work of the PLC through writing sample norming sessions</p> | <p>Representatives</p> <p>Teacher Leaders</p> <p>All teachers including the Rebel Academy</p> | <p>Teacher articulation and ownership of student progress (or lack thereof) aligned with a growing understanding of the science of reading</p> <p>Post-observation debriefs</p> <p>Calibration sessions across district / school buildings</p> <p>Coaching conversations</p> <p>Genre writing rubrics / checklists</p> <p>Writing samples</p> <p>Incremental increases in quantitative data sets:</p> <ul style="list-style-type: none"> ● Teacher observation ● MAP RIT ● MAP Lexile ● GMA ● RI |
| <p>Assets needed/used:</p> <ul style="list-style-type: none"> ● (See HCHS Appendix) | | |
| <p>Research:</p> <ul style="list-style-type: none"> ● (See HCHS Appendix) | | |

Knowledge = Driving Force



(Elleman & Compton, 2017)