

# Application: Liberty County Early Learners B5 Plan

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L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000180  
**Last submitted:** Feb 10 2020 01:11 PM (EST)

## District Profile

**Completed** - Feb 10 2020

## District Profile

### District Name

Liberty County School System

### District Contact Information

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

|          |  |
|----------|--|
| Name     | Susan Avant  |
| Position | Assistant Superintendent Teaching & Learning                           |
| Email    | <a href="mailto:savant@liberty.k12.ga.us">savant@liberty.k12.ga.us</a> |
| Phone    | 912-876-2038   |

## Grant Fiscal Agent MOU

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

[Liberty Co. Fiscal Agenda.pdf](#)

**Filename:** Liberty Co. Fiscal Agenda.pdf **Size:** 64.3 kB

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## 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.

[Liberty Co. GaDOE Conflict of Interest.pdf](#)

**Filename:** Liberty Co. GaDOE Conflict of Interest.pdf **Size:** 294.3 kB

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## Previous Grantee

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

no

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## Growing Readers

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

yes

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## 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).

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**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

[Liberty Co. District Narrative \(Section 1\).pdf](#)

**Filename:** Liberty Co. District Narrative (Section 1).pdf **Size:** 333.3 kB

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**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.

[Liberty Co. Management Plan \(Section 2\).pdf](#)

**Filename:** Liberty Co. Management Plan (Section 2).pdf **Size:** 163.0 kB

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**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)

[Liberty Co. Needs Assessment \(Section 3\).pdf](#)

**Filename:** Liberty Co. Needs Assessment (Section 3).pdf **Size:** 170.9 kB

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**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)

[Liberty Co. Project Goals \(Section 4\).pdf](#)

**Filename:** Liberty Co. Project Goals (Section 4).pdf **Size:** 213.2 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

[Liberty Co. Data Analysis Plan \(Section 5\).pdf](#)

**Filename:** Liberty Co. Data Analysis Plan (Section 5).pdf **Size:** 151.5 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.)

[Liberty Co. Professional Learning Plan \(Section 6\).pdf](#)

**Filename:** Liberty Co. Professional Learning Plan (Section 6).pdf **Size:** 220.9 kB

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**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

[Liberty Co. Implementation Support Plan \(Section 7\).pdf](#)

**Filename:** Liberty Co. Implementation Support Plan (Section 7).pdf **Size:** 200.6 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](mailto:jmorrill@doe.k12.ga.us)

[Liberty Co. Budget \(Section 9\) .pdf](#)

**Filename:** Liberty Co. Budget (Section 9) .pdf **Size:** 41.6 kB

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**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf**

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

[Liberty Co. Appendix.pdf](#)

**Filename:** Liberty Co. Appendix.pdf **Size:** 1.4 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.**

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## 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           | Liberty County       |
| School or Center Name | Liberty County Pre-K |
| System ID             | 689                  |
| School ID             | 0050                 |

## 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

25

## Number of Paraprofessionals or Teaching Assistants in School

31

## Principal or Director

|          |  |
|----------|--|
| Name     | Greg McCallar  |
| Position | Director   |
| Email    | <a href="mailto:gmccallar@liberty.k12.ga.us">gmccallar@liberty.k12.ga.us</a> |
| Phone    | 912-877-3250   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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

## [Liberty Co](#)

**Filename:** Liberty\_Co.\_Pre-K\_Lit\_Plan\_B5.pdf **Size:** 120.8 kB



## **Liberty County L4GA, Liberty County Birth to Age Three**

The Liberty County Pre-K Center partners with the Liberty County Head Start program and the Hinesville Childcare Learning Center.

**Head Start** is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. The Head Start program provides a learning environment that supports children's growth in many areas such as language, literacy, and social and emotional development.

Head Start emphasizes the role of parents as their child's first and most important teacher. These programs help build relationships with families that support family well-being and many other important areas. The Liberty County Head Start program currently has a total of 151 students.

Liberty County has an Early Head Start program. It has a maximum capacity of 40 children and currently has 32 students enrolled. This childcare center helps with children in the age ranges of infant (0 -12 months), toddler (13 months - 2 years), and preschool (3 years - 4 years). The center provides special needs care and focuses on developmentally appropriate, play-based experiences for children. The adult-student ratio is 1:4.

**Hinesville Childcare Learning Center** is in one of the low-income neighborhoods that feed students to Liberty County Pre-K and Button Gwinnett Elementary School. It serves children from birth to age five. The enrollment for children B-3 is 96 and the Pre-K enrollment is 32 out of a maximum of 44. This center has been a part of the Georgia Lottery Funded Pre-K program for 20 years. The program is designed to nurture children to become self-confident and creative.

**Staff, students, and parents from these centers will be included in all appropriate initiatives:**

- Staff will be invited to join in professional training targeted toward work with children B-5.
- Staff and families will be included in the Liberty County Pre-K workshops and family literacy nights, offered the chance to spend time with visiting authors, and be invited to participate in the Summer Reading Challenges.

- Parents will be invited to visit the district Pre-K’s PLAN TO SUCCEED Centers.
- Liberty County Pre-K will assist other centers and programs in building print-rich classrooms by providing books and print materials for children from birth – age 5.
- Parents of students enrolled at these centers will be included in literacy and parenting sessions:
  - *From Tots to Toddlers to Teens*
  - *Literacy 101: Parenting Workshops*
- Families and staff will be invited to take advantage of:
  - Book Mobile and Rolling Resource Bus
  - Book’n’Cook Neighborhood Grilling Events
  - Drive-Thru Dinners
- Classrooms will be given “Read to This Bear” materials and teddy bears.

### **Liberty County Pre-K (LCPK) School Based Plan**

#### **School Information**

- LCPK is part of the Liberty County School System. It is a centralized facility serving Pre-K students throughout the county. The Liberty County School System offers bus transportation to all Pre-K students.
- The facility is part of the Georgia Pre-K program. It is governed by the Liberty County School System and operates under guidelines set forth by the Georgia Department of Early Care and Learning (DECAL). Students are enrolled on a first come, first served basis.
- The building is comprised of 21 Georgia Pre-K classes, each with 22 students. Each class is taught by a Georgia certified teacher with support from a paraprofessional.
- In addition, the school has 3 self-contained special education classes with varying numbers of students. A separate special education teacher serves students in a resource setting.
- Total enrollment is 490 students with a diverse population comprised of 52% African American, 22% Caucasian, 13% Hispanic/Latino, 11% Mixed Race, 2% other
- Approximately 70% of students receive free/reduced lunch.

- Liberty County is a very transient community with students leaving and entering throughout the school year. Much of the transience can be attributed to military students and families.
- The Pre-K program commits to and encourages communication and involvement with all families. The center hosts monthly workshops for parents and students. Teachers are required to have a minimum of two parent-teacher conferences each year. Teachers communicate with parents through monthly newsletters. Parents are also offered opportunities to volunteer.
- The program has a media center staffed by a paraprofessional. Each class visits the media center weekly for 45 minutes. The paraprofessional facilitates students in whole and small group activities. Students may select a book to borrow and take home for the week. Students return the books upon their next visit to the library.
- Liberty County Pre-K values literacy for young students. Students are provided quality literacy instruction in the classrooms. Each class has five i-Pads which students work through various apps loaded by teachers. LCPK has two book fairs during the year to promote reading and literacy. Community members and Liberty County Central Office staff often come and read to our classes.

### **Administrative and Leadership Team**

- The positions of Director, Assistant Director, and Academic Specialist comprise the administrative team. This core group is charged with carrying out duties and job-related tasks as prescribed by the Liberty County School system, as well as DECAL. Some examples are listed below:
  - Schedules required professional learning and training for teachers and paraprofessionals.
  - Coordinates and schedules community readers and parent workshops.
  - For planning and collaboration purposes teachers are divided into groups or pods of 4. A veteran teacher serves in the capacity of pod leader during these professional learning community (PLC) meetings.
  - Administrative team and lead teachers meet monthly, at a minimum to discuss ideas, concerns, information, etc.

### **Current Practices that Teach or Promote Literacy**

- Use of High Scope Curriculum
- Numerous and various classroom activities, strategies, and techniques to establish a literary cornerstone for young learners
- Weekly visits to the media center and book borrowing options for students
- Community readers at various times of the year, including Georgia Pre-K Week and Read across Liberty
- Scholastic Book Fairs
- Designated literacy workshops and parent engagement nights
- Celebration of Children's Book Week
- Partnership between LCPK students and students from local high schools enrolled in the ECE pathway
- Collaboration with Kindergarten teachers to ensure student preparedness as they enter Kindergarten

### **Need for Project READ**

The LCPK Program is the first experience for the Liberty County School System' youngest learners. It is essential that students are provided with a quality experience as they embark on their educational journey. While the program provides many activities to teach and promote literacy, initiatives can be enhanced and pushed forward. LCPK wants to provide opportunities for students to improve fluency, comprehension, and vocabulary. Because the vast majority of students entering our program cannot not read and lack formal literary instruction, the entire student body would benefit from Project Read.

**Effective Teachers:** The Pre-K Center believes that quality education at the youngest of ages is of the utmost importance. This sets the foundation for future years. As such, it is vitally important to employ quality, effective teachers. The LCPK teachers are paid using a modified pay scale whereby pay is capped at 6 years of experience; this results in a Pre-K faculty made up

of newly certified teachers. Few teachers remain within the Pre-K center beyond their six years of experience.

The majority of the staff is transient and has a great need for continual professional development opportunities. The professional learning made available through **Project READ** would serve a dual purpose: first, it would offer much needed training on effective instructional strategies, and second, offer teachers the opportunity to have job-embedded training on classroom management. In addition to these continuing education experiences, the staff would be given the opportunity to attend valuable, developmentally appropriate training at off-campus conferences. Pre-K staff would be supported at the district level and at the administration level within the center. Professional Learning Communities (PLCs) held at the Pre-K will give teachers and administrators opportunities for literacy learning experiences, looking at data to support student growth, and how to extend the support literacy beyond our doors. The administrative team, consisting of the director, assistant director, and academic specialist will support the implementation of all learned literacy practices.

**Media Center:** The media center is staffed by a paraprofessional who has little formal training in teaching or improving literacy for students. The L4GA **Project READ** will grant provide additional training and support for the paraprofessional serving in the media center. This could be achieved by selecting a media specialist mentor at the elementary level. A substitute could be funded to allow the media para to have uninterrupted guidance during the workday. Additionally, local professional development, attendance at conferences, and on-site support will empower the media paraprofessional with a stronger sense of knowledge and confidence about the work involving literacy.

In addition, the Pre-K media center is in need of updated titles and additional resources. Some books in the collection are worn due to repeated circulation over the last several years. The LCPK would like to purchase replacement and supplemental books and resources.

**Classroom Needs:** Teachers have provided a number of ideas about various classroom materials that could be used to teach reading and improve literacy. The suggested items could include

hands-on materials for student use. Teachers also indicated a need for supplemental technology programs, and literacy games for classroom use as well as the possibility of a Literacy Lending Library and Resource Room accessible to parents. The aforementioned technological needs would be yet another means to enhance student achievement.

**Workshop/Literacy Night Enhancement:** One of the monthly parent engagement activities is intentionally designated with a focus on literacy and strategies parents can utilize with their children at home. Providing each student and parent in attendance with a new book to be read together at home could be used as a means to promote attendance and increase parent involvement. The parent engagement models proposed by **Project READ** will greatly improve parent attendance and literacy in the Pre-K.

**Assessment Needs:** A pre- and post- assessment is critical to determine effectiveness of instruction, programs, supplies, and incentives. The L4GA mandated assessments are the intended instruments for evaluation. Traditionally, the classroom teacher conducts individual student evaluations; however, a more effective use of resources consists of retired educators completing these assessments thereby allowing teachers to remain in their respective classes.

## **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**

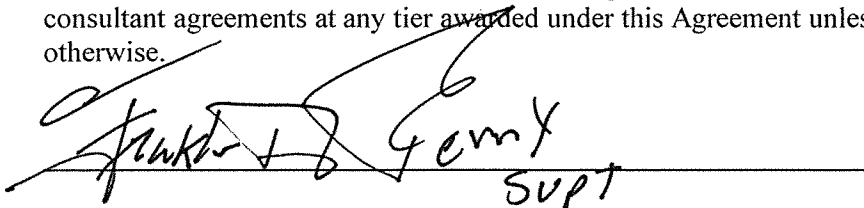
If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action 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.



A handwritten signature in black ink, appearing to read "Franklin Perry", is written over a horizontal line. Below the signature, the word "Supt" is written in a smaller, less formal script.

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

**Dr. Franklin Perry / Superintendent**  
Typed Name of Fiscal Agency Head and Position Title

**February 10, 2020**  
Date

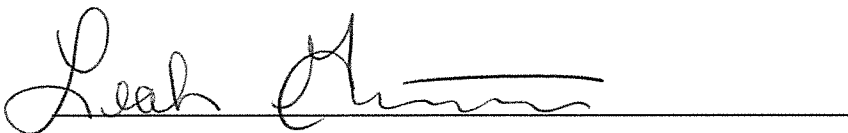


A handwritten signature in black ink, appearing to read "Susan Avant", is written over a horizontal line.

Signature of Applicant's Authorized Agency Head (required)

**Susan Avant / Assistant Superintendent of Teaching & Learning**  
Typed Name of Applicant's Authorized Agency Head and Position Title

**February 10, 2020**  
Date



A handwritten signature in black ink, appearing to read "Leah Gumataotao", is written over a horizontal line.

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

**Leah Gumataotao / ELA Teaching & Learning Specialist**  
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

**February 10, 2020**  
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. Franklin Perry

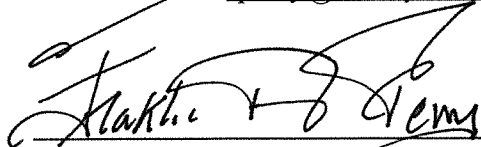
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 200 Bradwell Street

City: Hinesville Zip: 31313

Telephone: (912) 876-3723 Fax: (912) 876-4905

E-mail: fperry@liberty.k12.ga.us



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

Dr. Franklin Perry

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

February 10, 2020

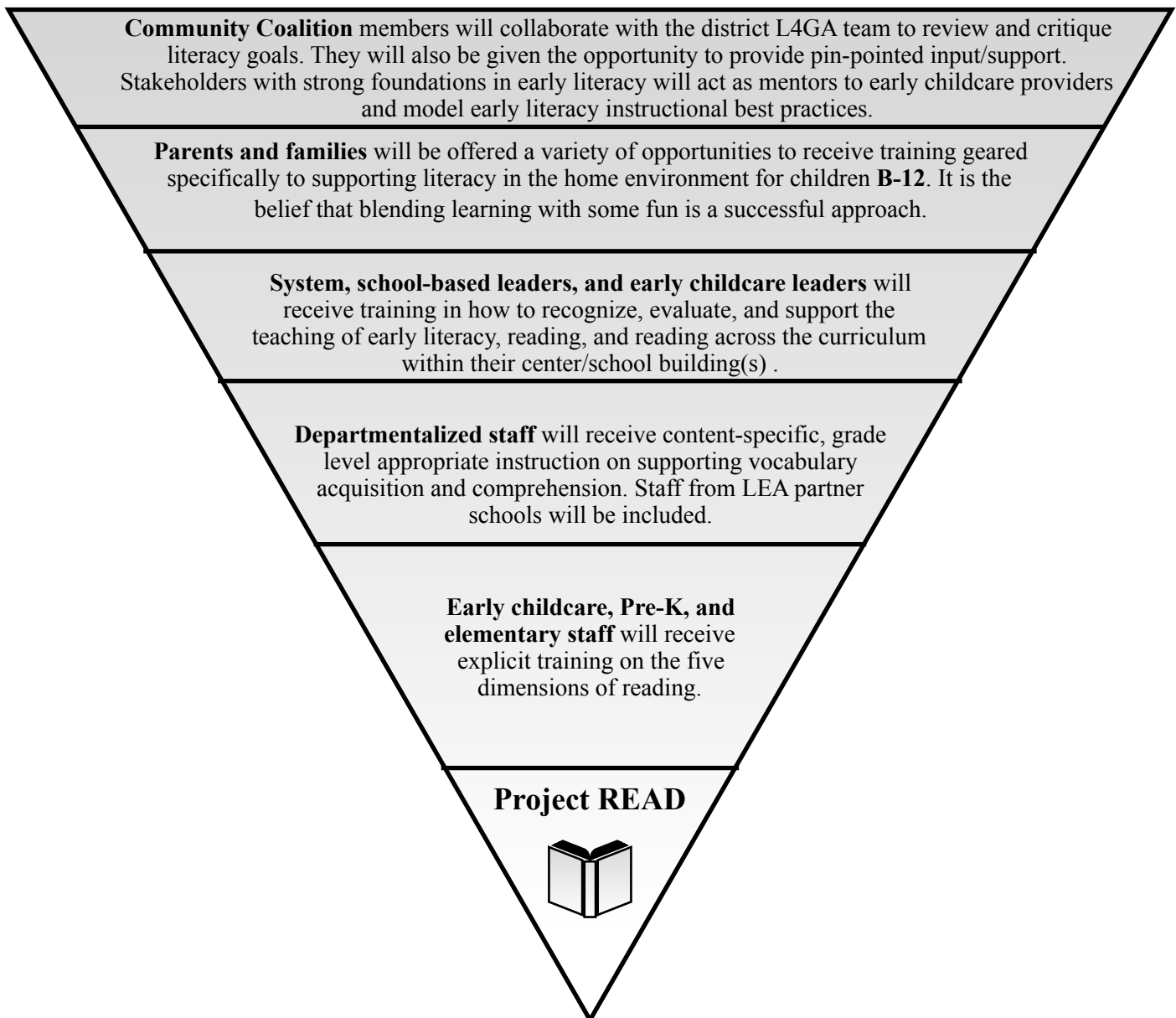
Date (required)

**Section 6:**

- **How is our plan for professional learning (PL) directly tied to literacy instruction?**

The plan encompasses community members, parents, LEA partners, early childhood providers, and staff throughout the life of **Project READ**. The LCSS model, below, illustrates that training becomes more specific as it moves from community to self-contained Pre-K-3 classrooms. The district will ensure that follow-up support is included in all professional learning opportunities.

**Project READ Literacy Instruction Model**



- **How will we 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 in appropriate PL? What is the district's overall plan for engaging LEA-Partners with L4GA PL offerings?**

PL opportunities will be scheduled at various times and in different locations to guarantee maximum participation from stakeholders. To include LEA Coalition Partners, early childcare providers, and community members, trainings will be held on weekends, after normal working hours, and during the summer. School-based training will be offered during systemwide PL days, professional learning communities, or during regular team meetings. Stipends will be paid for trainings held outside of contract hours. Teachers will be pulled from class on a minimal basis and substitutes will be provided, when necessary.

**Project READ** trainings will be available to all LCSS feeder school teachers, students, families, early childcare providers, LEA community partners, and stakeholders. The trainings will be advertised in multiple-ways, including but not limited to:

- Flyers (paper and electronic)
- School, early childcare center, and LEA business/organization marquees
- City of Hinesville monthly water bill mailings
- LCSS, school, and community partner social media pages
- School, teacher, early childcare provider, and business/organization newsletters (paper and electronic)
- LCSS automated calling system
- LCSS *Peach Jar* family notification service (via email)

**Chart Q: Professional Learning Plan and Timeline**

| <b>Learning Opportunity</b>  | <b>Trainer(s)</b>  | <b>Date(s)</b>                   | <b>Trainees</b>   | <b>Measure(s) of Success</b>  |
|--|--|----------------------------------|---|---|
| <ul style="list-style-type: none"> <li>• Training on effectively <b>supporting and evaluating</b> literacy instruction.</li> <li>• GAEL L4GA Leadership Institute</li> </ul>   | GSU, RESA, ELA & Reading Specialists, GAEL Trainer, Contracted consultants as needed | July 2020 and continue as needed | School Admin Teams (P-12), Early Childcare Leaders (B-5), System/Site-based Specialists to include SpEd and EL. | <ul style="list-style-type: none"> <li>• LKES</li> <li>• Participant feedback</li> </ul>  |
| <p><b>Community Coalition Kick-Off:</b> Partners will be invited to attend an overview meeting. This will include a discussion of baseline data and a compendium of <b>Project READ</b>.</p>   | Grant Manager, ELA & Reading Specialists   | July 2020                        | All LEA Community Coalition partners  | <ul style="list-style-type: none"> <li>• Participation statistics: sign-in-sheet</li> <li>• Participant feedback</li> <li>• Meeting Minutes</li> </ul>  |
| Professional Learning <b>Project READ Kick-Off;</b> this event will set the tone while planning and collaborating. Self-contained, SpEd, EL, and content area teachers will be provided 8 hours of specific literacy training.   | GSU, RESA, ELA & Reading Specialists, Contracted consultants as needed               | August 2020                      | Staff at <b>Project READ</b> schools, early childcare providers from LEA partner centers.                       | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> <li>• PALS</li> </ul> |
| <b>Literacy Day:</b> This all-day introduction to literacy will be required of new staff joining <b>Project READ</b> schools and LEA early childcare centers. The all-day event will offer self-contained, SpEd, EL, and content area teachers specific literacy training. | GSU, RESA, ELA & Reading Specialists, Contracted consultants as needed               | August 2021 - 2024               | New staff at <b>Project READ</b> and LEA partner schools.   | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> </ul> |

| Learning Opportunity   | Trainer(s)   | Date(s)  | Trainees  | Measure(s) of Success  |
|--|--|--|---|--|
| <p><b>LAP (Literacy and Parenting):</b> There is no better place to grow a reader than in a parent’s lap. Parent meetings, open houses, parent involvement activities, and parent conferences will provide parents with information about <b>Project READ</b>, their individual child’s needs, easy-to-do tips for reading to/with kids, and reading materials to help create a print-rich home environment.</p> | <p>All academic specialists, early childcare leaders, school admin, teachers</p> | <p>September 2020; on-going through SY 2025.</p> | <p>Parents, family members, extended family members from all <b>Project READ</b> schools to include early childhood LEA partners.</p> | <ul style="list-style-type: none"> <li>• Family participation: sign-in sheets</li> <li>• Participant survey/ feedback</li> </ul>   |
| <p><b>Mentor Meetings</b> 5X per year in September, November, January, March, and May. Experts will mentor participants nominated by the Principal, Center Director, or district ELA Specialist.</p>   | <p>GSU, RESA, ELA Specialist, LEA Literacy Leaders</p>                           | <p>Sept, Nov, Jan, Mar, May 2020-2025</p>        | <p>New staff members and teachers identified as needing support by school/center admin or ELA specialist</p>                          | <ul style="list-style-type: none"> <li>• Mentor/ Mentee feedback</li> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• DIBELS</li> <li>• PALS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> <li>• PLC Agendas/ Minutes</li> </ul> |
| <p>Professional Learning Communities (<b>PLCs</b>) are held at each school weekly. This is an opportunity for teams of teachers to meet to review data, standards, and student achievement.</p>  | <p>Site-based Academic Specialist, Literacy Leader</p>                           | <p>Weekly SY 2021-2025</p>                       | <p>All staff at <b>Project READ</b> schools</p>   | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Agendas/ Minutes</li> </ul>   |

| Learning Opportunity  | Trainer(s)   | Date(s)  | Trainees   | Measure(s) of Success   |
|---|--|--|--|---|
| <p><b>Vertical PLC Meetings (P-12):</b> Staff members across grade levels will meet to review data, examine standards, determine strengths and challenges, identify and plan to narrow gaps.</p>                                | <p>Reading Specialist, ELA Specialist, Academic Specialists</p>  | <p>Annually during Post Planning in June 2021-2025</p> | <p>Staff at <b>Project READ</b> and LEA partner schools/center.</p>                    | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Agendas/ Minutes</li> </ul>                  |
| <p><b>Content Area PLCS Meetings (P-12):</b> Staff members teaching the same content across grade levels will meet to review data, examine standards, determine strengths and challenges, identify and plan to narrow gaps.</p> | <p>ELA &amp; Content Area Specialists, Reading Specialist, EL &amp; SpEd Specialists, Academic Specialists</p>         | <p>Annually during a mid-year PL day 2021-2025</p>     | <p>Staff at <b>Project READ</b> and LEA partner schools/center.</p>                    | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Agendas/ Minutes</li> </ul>                  |
| <p><b>Data Digs</b> will be held following each assessment.</p>   | <p>Data Consultant, Reading Specialist, Academic Specialists, ELA Specialist</p>                                       | <p>On-going SY 2021-2025</p>                           | <p>Grade level teams with <b>Project READ</b> and LEA partner school/center staff.</p> | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Agendas/ Minutes</li> </ul>                      |
| <p><b>Differentiation:</b> This training will include modeling, planning support, and targeted intervention strategies.</p>   | <p>GSU, RESA, Reading Specialist, System and Site-level Content-area Specialists, Contracted consultants as needed</p> | <p>On-going SY 2021-2025</p>                           | <p>All staff at <b>Project READ</b> and LEA partner schools/centers</p>                | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal observations</li> <li>• Lesson Plans</li> </ul> |



| Learning Opportunity  | Trainer(s)   | Date(s)                      | Trainees  | Measure(s) of Success  |
|---|--|------------------------------|---|--|
| <p><b>TALES: Technology and Literacy Education Support</b><br/>~ The LCSS Technology Specialist team will provide teachers and early childcare providers with innovative ways to infuse technology into literacy across all content areas, helping teachers bring story “tales” to life.</p>                                    | <p>LCSS Technology Specialists</p>   | <p>On-going SY 2021-2025</p> | <p>All staff at <b>Project READ</b> and LEA partner schools/centers</p>   | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal observations</li> <li>• Lesson plans</li> </ul>                |
| <p><b>Literacy 101:</b> These workshops are specific to B-5 early childcare providers in order to support the creation of developmentally, age-appropriate literacy activities.</p> <p><b>Tots to Toddlers to Teens:</b> These parenting workshops are geared to B-5 and P-12 families wanting to support literacy at home.</p> | <p>ELA, K-5, &amp; Reading Specialists, Academic Specialists, Contracted consultants as needed</p> | <p>On-going SY 2021-2025</p> | <p>Staff of early childcare facilities, and parents/families of students at <b>Project READ</b> and LEA partner schools</p> | <ul style="list-style-type: none"> <li>• Family participation: sign-in sheets</li> <li>• Participant survey/ feedback</li> </ul> |

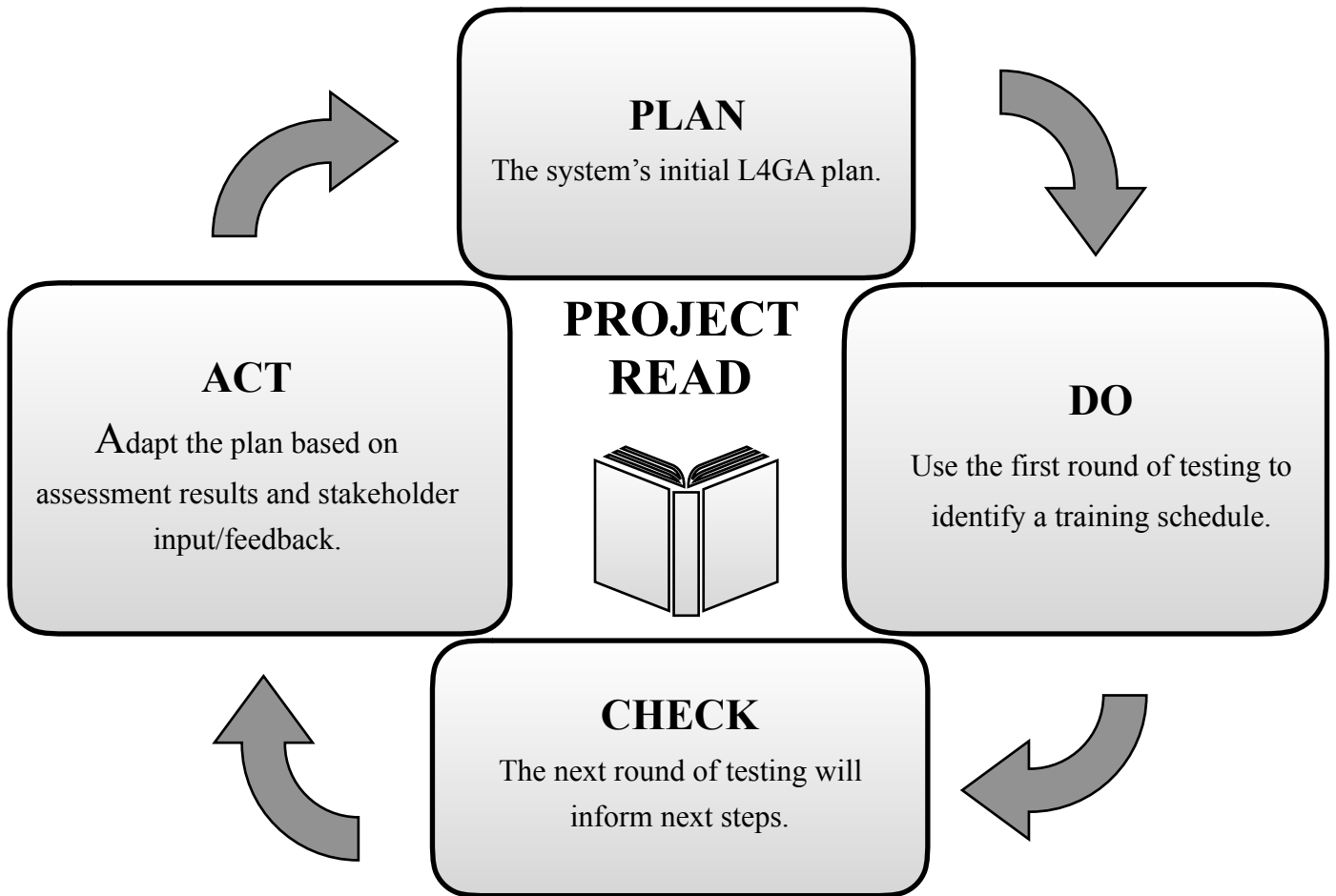
In order to prioritize training, the district will collect and analyze school-specific ELA/Reading data before finalizing/scheduling specific and necessary PL. The data will inform the order that reading strategies are rolled out and the duration of the training. All training will include on-site follow-up, mentoring, and support offered by the ELA Specialist, Reading Specialist, Teaching and Learning Department Content Specialists, EL and SpEd Specialists, and site-based Academic Specialists. Offerings will include, but are not limited to:

**Chart R: Initial Plan for Reading Strategies**

| <b>Learning Opportunity</b>  | <b>Trainer(s)</b>   | <b>Trainees</b>   | <b>Measure(s) of Success</b>  |
|--|---|---|---|
| Explicit training on the <b>five dimensions of reading.</b>  | GSU,<br>RESA,<br>ELA<br>Specialist,<br>Reading<br>Specialist,<br>Contract<br>Specialists<br>as needed | All staff at Project READ and LEA partner schools/ centers, B-5 and K-5 | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG</li> </ul> |
| Training on a research-based <b>reading series.</b>  |   | TBD   | TBD   |
| Extended training on systematic, explicit <b>phonics instruction.</b>  |   | All staff at Project READ and LEA partner schools/ centers, B-8         | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG</li> </ul> |
| Support for vocabulary acquisition, reading comprehension, written expression, and oral communication through <b>content area instruction.</b> |   | All staff at Project READ and LEA partner schools, grades 3-12          | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> </ul>             |
| Effective <b>small group literacy instruction.</b>   |   | All staff at Project READ and LEA partner schools/ centers, grades P-8  | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG</li> </ul> |

| Learning Opportunity   | Trainer(s)  | Trainees   | Measure(s) of Success   |
|--|---|--|---|
| Improving DOK through better questioning and increased rigor.  | GSU,<br>RESA,<br>ELA<br>Specialist,<br>Reading<br>Specialist,<br>Contract<br>Specialists<br>as needed | All staff at Project READ and LEA partner schools/centers, grades P-12 | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> </ul> |
| Training on Georgia Standards of Excellence (GSE), when revised.   |   | All staff at Project READ schools, grades K-12                         | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG/EOC</li> </ul> |
| Reading comprehension strategies: <ul style="list-style-type: none"> <li>• Improving DOK through better questioning and increased rigor</li> <li>• Teaching through extended texts</li> <li>• Conducting a close read</li> <li>• Comparing and contrasting similar and different genres</li> </ul> |   | All staff at Project READ schools, grades 3-12                         | <ul style="list-style-type: none"> <li>• TKES</li> <li>• Informal Observations</li> <li>• Lesson Plans</li> <li>• PALS</li> <li>• DIBELS</li> <li>• Reading Inventory</li> <li>• EOG</li> </ul>     |

It is our expectation that assessments will reveal an improvement in student literacy as a result of the training. LCSS will use the **Plan~Do~Check~Act model** (Moen and Norman, 2010) illustrated below to review scores and plan how to move forward. **Project READ** must remain fluid as we respond to shifting demographics, community feedback, staff input, and student achievement needs.



## Section 5:

- **What community-level data will be utilized in addition to assessment data?**

Data drives decisions throughout all departments of LCSS. The intention is to nurture happy and healthy children who will function successfully in class and life. Everyone must understand the environment in which the child lives before one can determine how best to lead him/her. LCSS is aware that there are a variety of societal factors which impact student well-being; among other things, the district must look at statistics for poverty, transience, and percent of students attending Pre-K. Chart A: Section 1, paints a current picture of these social factors.

Comparing the district to the state (Chart A: Section 1), data shows that fewer children attend Pre-K, more teens are not in school, more students live in single parent homes, the unemployment rate is higher, and median household income is lower. With area teen-birth rate statistics 2.5 times higher than that of the state, the community realizes that many of the underprivileged children in Liberty County are being raised by disadvantaged parents. Parent participation is weighted heavily in **Project READ**. (Georgia Family Connections, 2018)

When a student enters LCSS, schools look at the whole child. A myriad of factors feed into student achievement: healthcare, vision, nutrition, and even transportation. The school system tracks bus arrivals; when buses are late, students miss instructional time. Each school has a school nurse, all students receive free vision and hearing screenings; and coordinate with the local Lion's Club organization to obtain glasses when needed. LCSS also provides all students with free breakfast. United Way and LCSS have partnered to establish the weekend Backpack Buddy program, which provides weekend meals for *food insecure* homes.

The school district and community must continually revisit these statistics in order to gauge the *footprint* of **Project READ**. Through the monitoring and evaluation processes, **Project READ** must remain fluid in order to shift and adjust as successes and challenges arise. For example, in the past two years the EL population in Liberty County has doubled; if this trajectory continues,

the district will need to make adjustments to **Project READ's** outreach and site-based initiatives in order to set these students and their families up for success.

- **Plan for Assessment and Data Analysis**

Assessment is an on-going process in LCSS classrooms. In order to ensure testing is conducted with fidelity, prior to the assessment windows listed below, system administrators, building administrators, site-based testing coordinators, classroom, and retired teacher participants will be updated on procedures, expectations, and reporting for the test(s). Assessments will be conducted using necessary and appropriate test security measures.

When assessment is complete, the real work begins. After the AdvancEd findings, mentioned in Section 4, LCSS began working to improve this area and will continue to do so. Analyzing data to plan for instruction and identify students needs, is a crucial part to the overall success of **Project READ**. We plan to contract an educational data analyst to conduct hands-on, real world training with district staff members and LEA community partners, to review the data in an organized/systematic fashion. System and site-based administrators will receive the same hands-on training. The data analyst is a finite position intended to train stakeholders in data interpretation while training district staff members to replicate the process independently.

As assessment results are examined, the following questions will be asked:

- Is the district on a **positive trajectory** toward the established goal?
- Are the scores showing expected results? **If not, why?** How will the district remedy?
- Are there changes to be made based on **subgroup disparities**?
- Does **item analysis** shed light on how schools can strengthen instruction?
- Is **content area vocabulary** an issue impacting comprehension?
- Do students have the needed **test stamina** to stay focused?
- Do the weaknesses indicate a need for **additional teacher training/support**?

After grade level assessment data is disaggregated and analyzed by teachers, vertical team meetings will be set up to review findings. For example, fifth and sixth grade teachers will meet

to identify strengths, weaknesses, and instructional gaps. Vertical meetings will happen across all grade levels twice a year.

Members of the LEA Community Partnership will meet three times per year to review and analyze data, ask questions, and provide input. Coalition members will collaborate with system level administrators to present the data piece at the LCSS Community Forums each year.

Examining the data is just the beginning; data-driven decisions about instruction are critical. It is important that data analysis result in conversation, not directives. Teachers are at the heart of change and must be intimately involved in the decision-making process in order to feel a sense of ownership of both the problems and the solutions.

Currently, LCSS has identified the need for training on how to:

- **Analyze data** to prescribe instruction,
- **Effectively differentiate instruction to meet student needs,**
- **Support literacy** (reading comprehension, written expression, and oral communication) through **content area instruction,**
- Provide explicit (grade and content appropriate) instruction in the **five dimensions of reading,**
- **Use existing technology** to enhance instructional opportunities,
- Manage **small group interventions,** and
- Use higher order questioning to increase **Depth of Knowledge (DOK).**

Following the **Plan~Do~Check~Act** model:

- **District and School Administration Teams-** *Establish **PLC meeting protocols** that require a discussion of student data to appear on the agenda weekly,*
- **District Director of Professional Learning, Grant Coordinator, and School Administration Teams-** *Develop a **timeline** for explicit training based on identified needs,*
- **Grant Coordinator, District and School Administration Teams-** *Set **expectations for implementation** of newly acquired skills,*
- **Site-based Literacy Leaders, GSU Mentors, school Reading Specialist, system K-5 and ELA Specialists-** *Provide personal **follow-up and support,***

- **School administration, school Academic and Reading Specialists, system K-5 and ELA Specialists-** *Conduct classroom observations and focus walks to observe instructional practices and alter course, if needed.*

**Chart P: Assessment Overview**

| <b>Assessment</b>                                       | <b>Grade(s)</b> | <b>Schedule</b>                         | <b>Assessor</b>                                   | <b>Format</b>                 |
|---|-----------------|---|---|-------------------------------|
| <b>Work Sampling Online (WSO)</b><br>(already in place) | Pre-K           | 2X per year:<br>September, May          | Classroom<br>Teacher                              | On-going                      |
| <b>Peabody Picture Vocabulary Test</b>                  | Pre-K           | 2X per year: August,<br>May             | Classroom<br>Teacher                              | Individually<br>administered  |
| <b>Phonological Literacy Screening (PALS)</b>           | Pre-K           | 3X per year: August,<br>November, April | Classroom<br>Teacher                              | Individually<br>administered  |
| <b>GKIDS 2.0</b><br>(already in place)                  | K               | 2X per year:<br>December, May           | Classroom<br>Teacher                              | On-going                      |
| <b>DIBELS Next Composite</b>                            | K               | 3X per year: August,<br>November, May   | Teacher, Retired<br>Teacher or Rdg.<br>Specialist | Individually<br>administered  |
| <b>DIBELS Next NWF, ORF</b>                             | 1st             | 3X per year: August,<br>November, May   | Teacher, Retired<br>Teacher or Rdg.<br>Specialist | Individually<br>administered  |
| <b>DIBELS Next ORF</b>                                  | 2nd-3rd         | 3X per year: August,<br>November, May   | Teacher, Retired<br>Teacher or Rdg.<br>Specialist | Individually<br>administered  |
| <b>HMH Reading Inventory Screener (RI)</b>              | 3rd-11th        | 3X per year: August,<br>November, May   | Teacher, Retired<br>Teacher or Rdg.<br>Specialist | Group Setting/<br>IEP Setting |
| <b>GMAS: EOG</b><br>(already in place)                  | 3-8             | 1X per year: April                      | Classroom<br>Teacher                              | Group Setting/<br>IEP Setting |
| <b>GMAS: EOC</b><br>(already in place)                  | 9-11            | 1X per year:<br>December or April       | Classroom<br>Teacher                              | Group Setting/<br>IEP Setting |



### **Section 3:**

- **This section should describe the needs assessment process.**

As a Title I System, LCSS consistently gathers information and feedback for the annual Comprehensive Needs Assessment and the District Improvement Plan. Staff, students, parents, and community stakeholders are involved in an on-going needs assessment process in different ways. This information is shared at school-level Title I Meetings and then posted on the school's website. All district plans are posted on the LCSS website. Community Forums are held throughout the year; these are widely advertised and allow parents and community members to stay informed on current events within the system.

A consistent practice at the district and school level is to monitor data and use it to form instructional decisions. Schools and district PLCs look at DIBELS, MAP, & NAVVY data throughout the year. When EOG and EOC scores are released the data is used to plan for next steps. CCRPI is a major part of the district needs assessment process. Using all of these data points with other data, helps LCSS make the best formative decisions for students.

The LEA Partners and early childhood providers (Section 1, Chart B), reviewed district data from surveys and assessments. The four-pillar framework from GGR was also shared with all stakeholders in order to ensure that each literacy component was represented as they began to sort through data and plan the project. Stakeholders were also made aware of supports needed to establish "Whole Child" and Well-rounded Education for children B-12. Within this process past and current literacy initiatives were reviewed. Each school was also asked to review site-based initiatives, many of which are not district-level. The chart below lists overall district initiatives.

**Chart I: Past & Current Initiatives with Interventions**

| Past Initiatives   | Current Initiatives  | Process for Interventions   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• DIBELS 6th Edition</li> <li>• FIP (Formative Instructional Practices)</li> <li>• iStation</li> <li>• Reading 1st</li> <li>• Six Traits of Writing</li> <li>• STAR Reading</li> <li>• Thinking Maps</li> <li>• Open Court Phonics (K-2)</li> </ul> | <ul style="list-style-type: none"> <li>• DIBELS 8th Edition</li> <li>• District PLCs</li> <li>• HMH Journeys Reading (K-5)</li> <li>• Lexile Training</li> <li>• MAP Assessment</li> <li>• myON Digital Library</li> <li>• PBIS</li> <li>• Pearson myPerspectives (6-8)</li> <li>• READ 180</li> <li>• Saturday Literacy Academies for Teachers</li> <li>• System 44</li> <li>• Writing Across the Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• RtI/SST Process</li> <li>• DIBELS 8 Data</li> <li>• EOC and EOG Data</li> <li>• MAP Assessment Data</li> </ul> |

• **What assets exist?**

Liberty County has many assets to celebrate.

- As a Charter System, LCSS is able to implement more **creative solutions** to identified problems. (For example: scheduling, charter funds, and class sizes)
- LCSS has provided **state-of-the art technology** to staff and students.
  - SWIFT K-12, an automated call system,
  - LCSS app available to everyone; it keeps people informed in real time, and
  - The school system maintains a strong social media presence on several platforms (Facebook, Twitter, & Instagram).
- **Professional Learning Communities** are established and functioning at the schools and district level. District level PLCs are held at least three times per year for all teachers within each grade/content to collaborate.
- **District level support** to consist of Teaching and Learning content specialist (ELA, Math, Science, Social Studies), RtI/SST Coordinators, Instructional Technology Specialists, and Compliance and Behavior Support Specialist for Exceptional Learning.
- **Open lines of communication** exist and input is actively sought from stakeholders at all levels of the system and community.
- 82% of parents/community believe students are receiving a **well-rounded education**.

- 88% of parents/community state that the **schools are clean and safe**. School climate scores for the three feeder schools on the 2019 CCRPI report are as follows:
  - BGE: 95.90
  - SGMS: 85.80
  - BI: 84.80
- **Annual Title I** survey shows that parents and community respondents believe the system is **willing to provide professional learning** when there is an identified need, while 45.84% of staff indicated a need for professional development.
- 82% of staff feel that the **district guides and supports** the implementation of curriculum, instruction and assessment.
- **Attendance** is good. Schools have been working to improve attendance and the statistics are moving in the right direction. Attendance rates show an overall increase.

**Chart J: Attendance Rate**

| <b>Attendance Rate: CCRPI</b> | <b>2019</b>  | <b>2018</b>  |
|-------------------------------|--------------|--------------|
| <b>BGE</b>                    | 94.92        | 94.91        |
| <b>SGMS</b>                   | 93.83        | 92.61        |
| <b>BI</b>                     | 91.74        | 90.93        |
| <b>Average</b>                | <b>93.49</b> | <b>92.81</b> |

- **How were root causes determined using the needs assessment process?**

In order to compile a complete and balanced picture of the strengths and challenges of LCSS, a triangulation of quantitative, qualitative, and observational data was compiled. The majority of our data is pulled from the Statewide Longitudinal Data System Dashboard (SLDS) and Powerschool.

Sources of **quantitative data** include GKIDS, GMAS (EOG and EOC for the past three years), MAP (Measures of Academic Progress), DIBELS, NAVVY, discipline data, transience data, attendance trends, and enrollment data. The **qualitative data** comes from annual staff, parent, and community surveys; TKES and LKES; the January 2020 Community Coalition meeting; and informal conversations conducted at site-based meetings among school administrations, site-

based academic specialists, and district support from Teaching and Learning. Finally, **observational data** is gathered during formal observations, informal observations, and school Focus Walks by administration / school teams.

Once data was gathered, a team reviewed the data. This year there were 40 members working on identifying successes and challenges, establishing needs, and setting priorities. These 40 people included central office staff, Pre-K through high school employees to include school administrators, certified classroom teachers, counselors , media specialists , classified district employees , early childcare providers (B-5), parents, community / business members, Board of Education members, military representatives, and local government officials.

The root causes are evident in many of the district data sources. Over-arching areas show the district’s identified areas of need. Some of the root causes overlap, showing these are indeed crucial to student achievement. The chart below identifies each need and the root causes.

**Chart K: Identified Need & Root Causes**

|           | <b>LCSS Identified Need</b>   | <b>Root Causes</b>   |
|-----------|---|--|
| <b>#1</b> | <b>Reading/literacy achievement</b> indicators show a district-wide deficit in the area of phonics and reading comprehension/ achievement among our students. | <ul style="list-style-type: none"> <li>• Lack of educational opportunities available to parents of children birth through age 5.</li> <li>• Lessons lack rigor and focus.</li> <li>• The existing reading program does not include a strong explicit phonics component. (<i>critical need</i>)</li> <li>• Teachers do not have a good grasp of how to differentiate instruction.</li> <li>• Students entering mid-year often lack prerequisite skills and there is not a plan in place to get them caught up.</li> </ul> |

|    | LCSS Identified Need   | Root Causes  |
|----|--|--|
| #2 | <b>Professional training, supporting literacy</b> , is the desired result in a sufficient time to close gaps.  | <ul style="list-style-type: none"> <li>• Teachers have not received explicit training in the five dimensions of reading.</li> <li>• There is a lack of support for student reading comprehension across all content areas.</li> <li>• There is not a reading specialist at the school to provide “just in time” support, model lessons, and provide follow-up to ensure instructional frequency and fidelity.</li> <li>• Follow-up of literacy best practices learned and implementation is sporadic and not adequately maintained at the school level.</li> </ul> |
| #3 | <b>Transience</b> is a continual challenge; 19.8% of our students currently enrolled have attended between two and eight schools in a three year span. | <p>The district does not have the power to change transience among students; the problem stems from what happens after students enroll.</p> <ul style="list-style-type: none"> <li>• Students entering mid-year often lack prerequisite skills and there is not a system of support in place to get them caught up.</li> </ul>   |
| #4 | <b>Parent engagement</b> is not consistent.  | <ul style="list-style-type: none"> <li>• Parent surveys show that parents believe they are offered opportunities, but the opportunities are not what they are looking for.</li> <li>• There are no plans in place to take activities to the parents.</li> </ul>  |

• **How will this information be used to develop a project that will impact all students birth to grade 12 in the LEA community?**

In anticipation of **Project READ**, the System Leadership Team met with the LEA Community Partners on January 7, 2020 to brainstorm ideas, discuss challenges, and make a plan to successfully launch the initiative. Literacy is an over-arching issue in Liberty County. At the initial Community Coalition meeting the decision was made to use a three-pronged approach:

- Site-based,
- Home-based, and
- Community-based.

With this three-pronged approach, **Project READ** will blanket the community with a *layer of literacy* that will fill the gaps and begin to produce change throughout the area regarding literacy. LCSS and the LEA Community is devoted to **Project READ** and the four pillars to ensure that all students B-12 in the community will be provided this opportunity. All charts within Section 4

outline the GGR pillars along with the implementation plan, linked to the identified needs of the district and how **Project READ** will specifically target reading and literacy.

#### Section 4:

- **What is the actual implementation plan proposed for funding?**

Collaboration, at the district level to improve literacy when considering site, home, and community based needs, produced a cohesive plan that will blanket B-12 children and their families with *layers of literacy*. As LCSS sustains the **Project READ** plan connecting the four GGR pillars (language nutrition, access, positive learning climate, and teacher preparation and effectiveness) to the whole child approach, the LEA community partnership will nurture children to become resilient, eager, assured, determined learners.

Charts L through O, below, outline the steps in which LCSS will address the four identified needs.

The first step in *improving student achievement in reading and literacy* is looking at district data. In 2016, AdvancEd noted that teachers lack the knowledge to analyze data and use it effectively in the instructional decision-making process. This will be a critical element in the post-assessment process. Since the AdvancED review the district and schools have evolved by using data in PLCs, data walls, and for instructional planning. There are still pockets of support and training necessary to strengthen this area with teachers, administrators and the LEA community partners.

**Chart L: Identified Need #1: Improving Student Achievement in Reading and Literacy**

|   |  |
|---|--|
| <b><u>Goal:</u> Improve B–12 literacy, thus improving student achievement in all content areas. (<i>Why</i>)</b>  |  |
| <b><u>Goal:</u> Improve effectiveness in the areas of differentiated instruction, assessment uses, and academically challenging environment. (<i>What</i>)</b>  |  |
| <b>Objectives</b>   | <b>Effectiveness Measure(s)</b>  |
| <b><u>Need:</u> Reading/literacy achievement indicators show a district-wide deficit in the area of phonics and reading comprehension/achievement among our students.<br/>** Evidence of Need Referenced in Section 1, Charts: C - G</b>                              |  |
| <ul style="list-style-type: none"> <li>• Adopt an <b>evidence-based reading program</b> that includes instruction in all 5 dimensions of reading, as well provide training to to all staff on materials to ensure fidelity of implementation. (<i>K-5</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• EOG</li> <li>• RI</li> <li>• RtI Progress Monitoring</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Purchase and implement a supplemental <b>phonics intervention</b> program that provides systematic, explicit phonics instruction for students with identified needs. (<i>P-8</i>)</li> </ul>                                 | <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• EOG</li> <li>• RI</li> <li>• RtI Progress Monitoring</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Plan and execute targeted lessons</b> incorporating all 5 dimensions of reading as age and developmentally appropriate. (<i>B-5, P-5</i>)</li> </ul>  | <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• EOG</li> <li>• RI</li> <li>• Student work</li> <li>• TKES / Informal Observations</li> </ul>            |
| <ul style="list-style-type: none"> <li>• <b>Collaborate in PLCs to incorporate literacy skills/reading</b> comprehension in all content areas. (<i>K-12</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>• Student work</li> <li>• Writing Samples</li> <li>• Media Circulation Statistics</li> <li>• GMAS (all contents)</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Utilize retired educators to</b> work one-on-one or in small groups with students targeting literacy remediation skills. (<i>P-12</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>• RESSLA data logs</li> <li>• DIBELS</li> <li>• RI</li> <li>• GMAS</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide <b>Kindergarten Camp</b> to students coming to BGE from the Liberty County Pre-K, Head Start, the Hinesville Childcare Learning Center, and new to Liberty County. (<i>K</i>)</li> </ul>                             | <ul style="list-style-type: none"> <li>• Attendance for K students</li> <li>• DIBELS</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Involve all stakeholders in the LEA Community in the literacy initiatives. (<i>B-12</i>)</li> </ul>  | <ul style="list-style-type: none"> <li>• Improved GMAS Scores</li> <li>• Stakeholder Meeting minutes</li> <li>• District Board Meeting Agendas</li> </ul>          |



**Chart M: Identified Need #2: Providing Targeted Professional Learning**

After analyzing data and discussing needs with the feeder schools, LEA community partners and B-5 providers, it was determined that **targeted professional learning** is needed in order to increase student achievement. Professional learning will take place in a blended learning environment in PLCs with face-to-face training sessions or through the district learning management system, Canvas, during the school day with substitutes when needed, and/or after school hours with stipends. Training will be offered for each feeder school as well as B-5 providers, LEA community partners, and other stakeholders during the course of the project. Training is not a stand-alone process; in order for training to effectively transfer into practice and daily routines, follow-up and on-going support must be provided of the implemented practices. This will be provided at the district and school level.

With a transient staff, tiered professional learning is also important to ensure that all staff has the expertise of skills and strategies necessary for effective teaching practices. As part of **Project READ**, professional learning is key for staff with the identified early learning programs supporting B-5 by using the whole child approach to education as well as the four-pillar framework from Get Georgia Reading: language nutrition, access, positive learning climate, and teacher preparation and effectiveness.

|   |  |
|---|--|
| <b><u>Goal:</u> Improve B–12 literacy, thus improving student achievement in all content areas. (Why)</b>   |  |
| <b><u>Goal:</u> Improve effectiveness in the areas of differentiated instruction, assessment uses, and academically challenging environment. (What)</b>   |  |
| <b>Objectives</b>   | <b>Effectiveness Measure(s)</b>  |
| <b><u>Need:</u> Professional training, supporting literacy, is the desired result in a sufficient time to close gaps.</b>   |  |
| <b>** Evidence of Need Referenced in Section 1, Charts: C - G</b>   |  |
| <ul style="list-style-type: none"> <li>Identify and train <b>Literacy Leaders</b> to serve as mentors in the school or centers with a strong foundation in early and secondary literacy to provide staff on-going and just-in-time support. (B-12)</li> </ul> | <ul style="list-style-type: none"> <li>Teacher feedback</li> <li>TKES</li> <li>Informal Observations</li> <li>GMAS</li> <li>RI</li> <li>DIBELS</li> <li>PLC Agendas/Minutes</li> </ul> |

| Objectives  | Effectiveness Measure(s)   |
|---|--|
| <ul style="list-style-type: none"> <li>Identify <b>specific PL for stakeholders</b> in the LEA community that will support literacy instruction. <i>(B-12)</i></li> </ul>   | <ul style="list-style-type: none"> <li>Minutes</li> <li>Stakeholder Attendance</li> <li>Improved LCSS literacy data</li> </ul>   |
| <ul style="list-style-type: none"> <li>Hire an on-site <b>Reading Specialist</b> to work with teachers and students focusing on literacy instruction and intervention support (BGE). <i>(K-5)</i></li> </ul>  | <ul style="list-style-type: none"> <li>TKES</li> <li>Informal Observations</li> <li>Lesson Plans</li> <li>DIBELS</li> <li>RI</li> <li>GMAS</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Provide <b>Novel Engineering training</b> in order to integrate STEM into literacy. <i>(3-8)</i></li> </ul>  | <ul style="list-style-type: none"> <li>GMAS in all contents</li> <li>PLCs summaries</li> <li>Lesson Plans</li> </ul>   |
| <ul style="list-style-type: none"> <li>Provide PL on <b>literacy instruction within content areas</b> as data drives targeted areas to include, but not limited to: <i>(K-12)</i> <ul style="list-style-type: none"> <li>Active reading strategies</li> <li>Building academic vocabulary</li> <li>Use of content area writing to strengthen comprehension and improve writing in all genres</li> <li>Effective questioning strategies</li> <li>Formative assessment for learning</li> <li>The engaging classroom</li> <li>Differentiating instruction</li> <li>Small group reading interventions</li> <li>Specialized interventions for struggling readers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>TKES/LKES</li> <li>Informal Observations</li> <li>Lesson Plans</li> <li>DIBELS</li> <li>RI</li> <li>GMAS</li> <li>Participant feedback</li> </ul> |
| <ul style="list-style-type: none"> <li>Provide training birth – 5 vertical alignment and best practices for development of early literacy skills whole child approach.</li> </ul>   | <ul style="list-style-type: none"> <li>Participant feedback</li> <li>DIBELS</li> <li>Improved literacy data</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increase teacher knowledge of incorporating writing into all curriculum areas.</li> </ul>  | <ul style="list-style-type: none"> <li>GMAS</li> <li>DIBELS</li> <li>RI</li> </ul>   |

**Chart N: Identified Need #3: Increasing Parent Engagement**

Under Title I guidelines, each school is required to develop an annual parent involvement plan specific to school’s needs as ways to ***increase parent engagement***. Studies show that when parents are engaged in the schools, there is an increase in student achievement. As a Charter System, School Governance Teams provide opportunities for parents to give input. Title I parent nights are held throughout the year to focus on areas such as literacy, math, STEM, and GMAS.

Each school has an asset in technology and media. Media centers will open two days a week during peak homework hours, not for drop-off, but rather for family time. During those hours, it will function as a **Plan to Succeed Center**.

It is important to establish a firm parent connect beginning early. **Project READ** will set the foundation for B-5 children and families to understand the connection of the school and home partnership. Forming this partnership throughout the LEA community will ensure sustainable parent engagement for years to come, as well as, building the love for literacy.

| <b>Goal: Improve B–12 literacy, thus improving student achievement in all content areas. (Why)</b>  |   |
|---|---|
| <b>Objectives</b>   | <b>Effectiveness Measure(s)</b>   |
| <b>Need: Parent engagement</b> is not consistent in Liberty County Schools.<br><b>** Evidence of Need Referenced in Section 1, Charts: C - G</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>Increase the media collections</b> to provide parents the opportunity to create print-rich environments within their homes. (B-12)</li> </ul>   | <ul style="list-style-type: none"> <li>• Circulation statistics for parent checkout.</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Utilize a retired educator to oversee <b>Plan to Succeed Centers</b> located within the feeder schools where we will : (B-12)               <ul style="list-style-type: none"> <li>○ Assist parents in helping their children with homework</li> <li>○ Assist parents with GED coursework</li> <li>○ Provide assistance with resumes and interview preparation.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Family sign-in sheets</li> <li>• Participant survey/feedback</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Expand <b>Plan to Succeed Centers</b> throughout the community for weekend hours, creating locations for parents to obtain assistance as they would in the schools. (B-12)</li> </ul>  | <ul style="list-style-type: none"> <li>• Family sign-in sheets</li> <li>• Participant survey/feedback</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Schedule <b>family literacy events</b> twice a year at the district level focusing on the GGR four pillars. (B-12)</li> </ul>  | <ul style="list-style-type: none"> <li>• Family sign-in sheets</li> <li>• Participant survey/feedback</li> </ul>                |
| <ul style="list-style-type: none"> <li>• <b>Offer hands-on parenting sessions:</b> (B-12)               <ul style="list-style-type: none"> <li>• <i>From Tots to Toddlers to Teens</i></li> <li>• <i>Literacy 101: Parenting Workshops</i></li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Family sign-in sheets</li> <li>• Participant survey/feedback</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Utilize <b>social media</b> to provide literacy outreach. (B-12)</li> </ul>  | <ul style="list-style-type: none"> <li>• Website “hit” statistics</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Host a <b>summer reading program/challenge:</b> provide a list and allow students or parents to pick 2 or 3 books. (B-12)</li> </ul>   | <ul style="list-style-type: none"> <li>• Parent participation: sign-in sheets</li> <li>• Participant survey/feedback</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Create <b>small libraries</b> to be made available in the waiting rooms at the local hospital. <i>(B-12)</i></li> </ul>                                 | <ul style="list-style-type: none"> <li>• Hospital Liaison feedback to Community Coalition team</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Create <b>small libraries</b> to be made available in guest housing at Fort Stewart for families waiting permanent facilities. <i>(B-12)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Military Liaison feedback to Community Coalition team</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Provide <b>Born to Read kits</b> for local gynecologists. <i>(B-12)</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Feedback from participants to the Community Coalition team</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Provide families with <b>STEM Backpacks</b> with a STEM-themed book and activity literacy pack to accompany it. <i>(B-12)</i></li> </ul>                | <ul style="list-style-type: none"> <li>• Parent participation: sign-in sheets</li> <li>• Participant survey/feedback</li> </ul> |

**Chart O: Identified Need #4: Transience of Staff and Students**

The transience statistics for Liberty County cannot be changed. What can be done is ensure that staff and students as they enter our schools, each establish a personal connection.

Students in the system are transient for many reasons: military, homelessness, growing EL population, foster care, and generational poverty. Many students move at any given time without formal withdrawal throughout the year; some traveling between schools within the district numerous times; going back to the same schools over and over. Instruction days are lost each time a student moves.

When students enroll, teachers or specialists will assess their skills, arrange for them to have a student mentor, meet with parents, offer counseling, and immediately begin to embrace the family in order to make them feel welcome and supported. LCSS and schools must have a plan in place to help fill in the gaps as students settle in to their new school system.

Staff transience is also a fact of life in the Liberty County School System; new staff members who are military spouses enter and leave our system as their husbands or wives are relocated or deployed. Statistics show that coming into a new school, grade level, subject area, or curriculum can be a stressful situation for teachers.

Liberty County must have plans in place to set our staff and students up for success as they transition into the school system. In addition to the Mentor Teacher Program, the L4GA grant

will allow additional support for ELA teachers to be provided mentors with partnering universities, Literacy Leaders and within the district.

| <b>Goal: Improve B–12 literacy, thus improving student achievement in all content areas. (Why)</b>  |  |
|---|--|
| <b>Goal: Improve effectiveness in the areas of differentiated instruction, assessment uses, and academically challenging environment. (What)</b>  |  |
| Objectives  | Effectiveness Measure(s)   |
| <b>Need: Transience</b> is a continual challenge; 19.8% of our students currently enrolled have attended between two and eight schools in a three year span.<br><b>** Evidence of Need Referenced in Section 1, Charts: C - G</b>               |  |
| <ul style="list-style-type: none"> <li>Assign student <b>mentors</b> to build capacity and relationships within the feeder schools and LEA community. <i>(B-12)</i></li> </ul>  | <ul style="list-style-type: none"> <li>Student attendance</li> <li>Discipline referrals</li> <li>DIBELS</li> <li>RI</li> <li>GMAS</li> <li>PALS</li> </ul>     |
| <ul style="list-style-type: none"> <li>Utilize <b>LCCA students</b> (Liberty College and Career Academy) in the <i>Teaching as a Profession Pathway</i> to tutor elementary students. <i>(K-5)</i></li> </ul>                                   | <ul style="list-style-type: none"> <li>Student attendance</li> <li>Discipline referrals</li> <li>DIBELS</li> <li>RI</li> <li>GMAS</li> </ul>                   |
| <ul style="list-style-type: none"> <li>Arrange for new students to meet with a <b>guidance counselor or MFLC</b> and schedule a <b>parent conference</b> within the first 2 weeks. <i>(K-12)</i></li> </ul>                                     | <ul style="list-style-type: none"> <li>Student attendance</li> <li>Discipline referrals</li> <li>DIBELS</li> <li>RI</li> <li>GMAS</li> </ul>                   |
| <ul style="list-style-type: none"> <li>Have the Reading Specialist (BGE) assess incoming students using L4GA assessments and make a plan to <b>provide targeted assistance</b>. <i>(K-5)</i></li> </ul>   | <ul style="list-style-type: none"> <li>DIBELS</li> <li>RI</li> </ul>   |
| <ul style="list-style-type: none"> <li>Make <b>Saturday 1/2 day sessions</b> available all year for students who need help closing gaps. <i>(3-12)</i></li> </ul>   | <ul style="list-style-type: none"> <li>Student attendance</li> <li>Discipline referrals</li> <li>Student achievement scores</li> <li>Sign-in sheets</li> </ul> |
| <ul style="list-style-type: none"> <li><b>Collaborate with GSU</b> to offer new teachers literacy instruction in the five dimensions of reading, spend time in classrooms, and assist with implementing a balanced literacy program.</li> </ul> | <ul style="list-style-type: none"> <li>Sign in Sheets</li> <li>TKES</li> <li>Teacher feedback</li> <li>Teacher retention statistics</li> </ul>                 |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Exit interview</li> <li>• P-20 Collaboration Meetings</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Provide an additional day of New Teacher Orientation focusing on literacy strategies in all content areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• TKES</li> <li>• Teacher feedback</li> <li>• Teacher retention statistics</li> <li>• Exit interview</li> </ul> |

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

- **Identification of feeder system and community served**

Liberty County is located on the coast in the Southeast region of the state. It was founded in 1777 and has a rich history dating back to the Revolutionary War. Today the county has 61,750 residents; this number is made up in part by families that have been here for centuries.

Liberty County lies in juxtaposition to Fort Stewart Army Base, the largest military installation east of the Mississippi River. The Liberty County School System (LCSS) currently serves 10,009 students of which 3,745 are military impacted; this means these students are dependents of military personnel or civilian employees at Fort Stewart. The proximity to the military installation has brought diversity to Liberty County Schools through students and families from across the country and around the world. Many students have been in multiple schools in various states and countries. They have attended public, private, and Department of Defense schools and arrive with a diversity of experience, education, opportunity, and achievement. In an effort to assist military students and families make a smooth transition to the new community and school setting, each school in Liberty County has a Military Family Life Counselor.

The following statistics from the Georgia Family Connections 2018 show a comparison of Liberty County to the state.

**Chart A: Liberty County Profile Data**

| Category   | Liberty County | State of GA   |
|--|----------------|---------------|
| Teen Births (ages 15-19)                                       | 49.7 per 1000  | 20.6 per 1000 |
| Children enrolled in GA Pre-K program from low-income families | 42.1%          | 49.2%         |
| Children not attending preschool, ages 3-4                     | 65.5%          | 50.0%         |
| Children absent more than 15 days of school                    | 14.1%          | 11.9%         |
| Teens not in school and not working, ages 16-19                | 10.3%          | 8.6%          |
| Children living in single parent families                      | 38.2%          | 34.3%         |
| Unemployment rate  | 5.2%           | 4.7%          |
| Median household income  | \$45,655       | \$56,117      |

There is a direct correlation between poverty and illiteracy. According to the Literacy Project Foundation, three out of four people on welfare cannot read. Fifty percent of unemployed individuals between 16 and 21 years of age are not considered literate. On the flip side, as the literacy rate doubles, so does the per capita income. (Quick, 2018)

In addition to poverty, LCSS faces many of the same challenges as other districts, but the school system also faces the unique challenge of exceptionally high transience resulting from a combination of military repositioning and high poverty. The mobility rate for Georgia is 14% and is doubled at 28% in LCSS. This played into the selection of the feeder system schools, which is made up of Liberty County Pre-K Center (LCPK), Button Gwinnett Elementary School (BGE), Snelson-Golden Middle School (SGMS) and Bradwell Institute (BI). Currently, 19.8% of students enrolled in feeder schools have attended between 2 and 8 schools in the past three years.

- **Identification of LEA partners and early childhood providers**

Liberty County School System has existing support through community organizations where residents respond in times of need. As the district expands existing support, a stronger partnership throughout the community, focusing on literacy, will provide students and families with a lifetime of learning. By using the “Whole Child Approach” to education as well as the four-pillar framework from Get Georgia Reading (GGR): language nutrition, access, positive learning climate, and teacher preparation and effectiveness, the LEA Community Partnership Team created **Project READ**. The goal of **Project READ** is to nurture the “Whole Child” to become a **R**esilient, **E**ager, **A**ssured, **D**etermined learner. The chart below lists the organizational partnerships, contact information, roles within **Project READ**, and the GGR pillars supported.



**Chart B: LEA Partners**

| <b>Organization</b>              | <b>Contact</b>   | <b>Role</b>  | <b>GGR Pillar Supported</b>  |
|----------------------------------|--|--|--|
| City of Hinesville               | Mayor Allen Brown<br><br>(912) 408-3569                          | The Mayor will advocate for literacy awareness and promote the need for community-wide literacy support during public meetings, events, and with fellow municipalities.                  | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |
| Fort Stewart Army Installation   | Colonel Bryan Logan,<br>Garrison Commander<br><br>(912) 767-7030 | Colonel Logan will advocate for literacy awareness and support the implementation process of Project READ with military students, families, and organizations.                           | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |
| Liberty County Family Connection | David Floyd<br><br>(912) 368-7531                                | Liberty County Family Connection is heading the efforts for Liberty Co. to join the Get Georgia Reading campaign. They have agreed to promote literacy and support in any way necessary. | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |
| Chamber of Commerce              | Leah Poole<br><br>(912) 368-4445                                 | The Chamber has committed to promote and provide information, to the community, through a PR Campaign highlighting Literacy.   | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |
| Hinesville Housing Authority     | Melanie Thompson<br><br>(912) 876-6561                           | The HHA will serve as the liaison with families living in public housing developments throughout the system.   | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |

| Organization                    | Contact                                 | Role  | GGR Pillar Supported   |
|---------------------------------|---|---|--|
| United Way                      | Jennifer Darsey<br><br>(912) 368-4282   | There are plans for the United Way to set up Little Libraries throughout the community to ensure students and families have access to books at home. In addition, books and parent literacy information plan to be included in existing weekend Back Pack Buddy meals. The United Way provides Back Pack meals as a way to provide nutritional meals to students during the weekend and holidays. | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>                                       |
| First District RESA             | Richard Smith<br><br>(912) 842-5000     | First District RESA will coordinate with Liberty County Schools to provide staff with high quality literacy and classroom management instructional training.  | <ul style="list-style-type: none"> <li>• Positive Learning Climate</li> <li>• Teacher Preparation and effectiveness</li> </ul> |
| Georgia Southern University     | Dr. Alisa Leckie<br><br>(520) 975-1278  | GSU will coordinate with LCSS to provide staff and B-5 LEA partners with high quality literacy and classroom management instructional training.   | <ul style="list-style-type: none"> <li>• Positive Learning Climate</li> <li>• Teacher Preparation and effectiveness</li> </ul> |
| Liberty Regional Medical Center | Tammy Mimms<br><br>(912) 369-9400       | LCSS will work with the local hospital to provide small, replenish-able libraries and parent literacy information within the ER and family waiting areas.   | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>                                       |
| Liberty OB GYN                  | Dr. Seth Borquaye<br><br>(912) 877-2228 | Dr. Borquaye will partner with Project READ by having healthcare practitioners speak with patients at their first prenatal visit regarding the importance of reading to infants and toddlers B-5. Dr. Borquaye's office will also provide <i>Born to READ</i> kits containing literacy literature for new parents and early reading materials.  | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>                                       |

| Organization                         | Contact                                 | Role   | GGR Pillar Supported   |
|--------------------------------------|---|--|--|
| Coastal Coalition for Children       | LaTeashia Steed<br><br>(912) 650-0538   | CCC serves as a liaison for new and expectant parents, grandparents, and disadvantaged families needing medical, emotional, or resource assistance. They plan to distribute literacy materials to children B-12 and families within their case load. | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>   |
| Hinesville Childcare Learning Center | Jennifer Brinkley<br><br>(912) 876-4785 | The staff will be part of the B-5 initiative and plan to participate in L4GA training opportunities. They will also receive literacy resources to support the families and children they serve.  | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> <li>• Positive Learning Climate</li> <li>• Teacher Preparation and effectiveness</li> </ul> |
| Liberty Head Start                   | Teddra Jakes<br><br>(912) 506-1275      | The staff will be part of the B-5 initiative and plan to participate in L4GA training opportunities. They will also receive literacy resources to support the families and children they serve.  | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> <li>• Positive Learning Climate</li> <li>• Teacher Preparation and effectiveness</li> </ul> |
| McDonald's                           | Ashley Dodd<br><br>(912) 876-9301       | McDonald's plans to promote literacy by advertising events, offering meeting spaces, and distributing reading materials.   | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>   |
| Chick-fil-A                          | Nick Westbrook<br><br>(912) 877-6631    | Chick-fil-A plans to promote literacy by advertising events, offering meeting spaces, and distributing reading materials.  | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul>   |

| Organization               | Contact                                  | Role  | GGR Pillar Supported   |
|----------------------------|--|---|--|
| YMCA                       | Michael Whitten<br><br>(912) 368-9622    | The local YMCA has several existing programs and opportunities for children and families. They will partner with the school system to support literacy through their childcare and after hours programs by providing families with reading materials. They will also advertise literacy events held in the community through their monthly member newsletter. | <ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Access</li> </ul> |
| Golden Rod Consulting, LLC | Patricia Q. Boston<br><br>(770) 316-9559 | This firm will offer cultural literacy events and materials for children and families focused on the Coastal Georgia Gullah/ Geechee heritage of Liberty County.  | <ul style="list-style-type: none"> <li>• Access</li> </ul>                               |

• **Brief description of the feeder system identified**

The LCSS District Improvement Plan notes, “Achievement data shows weakness in reading/ literacy skills district wide.” Selection of a feeder system could have gone in several different directions, but for the purpose of the L4GA Grant proposal, LCSS began by looking at data, which revealed the individual schools with the greatest needs and largest gaps of achievement. Snelson-Golden Middle School is the middle school with the greatest need. In turn, Button Gwinnett Elementary is one of the lowest performing elementary schools in LCSS and feeds into SGMS. Of the two high schools, Bradwell Institute is the largest and is also a feeder school for SGMS. The population of Bradwell Institute will allow a greater number of staff and students to be impacted through L4GA.

**Birth - 5:** In preparation to construct the framework for **Project READ**, the school system reached out to **Liberty Head Start** and the **Hinesville Childcare Learning Center**. Liberty

Head Start (3-5) and Early Head Start (B-2) provide children with an early educational experience as well as meals, health services, and transportation. The Liberty County Head Start program currently serves 151 students. Early Head Start has a maximum capacity of 40 students and currently serves 32 children, with adult-student ratio of 1:4. The Hinesville Childcare Learning Center has two locations, both of which feed into Liberty County Pre-K and Button Gwinnett Elementary School. The enrollment for children B-3 is 96 and the Pre-K enrollment is 32 with a maximum of 44. Liberty Head Start and the Hinesville Childcare Learning Center will set literacy foundations supporting the B-5 initiative of **Project READ**.

**Liberty County Pre-K Center** hosts 420 students from across the county and feeds into all seven Liberty County elementary schools. This all-day Pre-K program is taught by certified teachers and uses the High Scope Curriculum, which prepares students to be independent, confident, and responsible as they transition to Kindergarten. Eleven percent of the students leaving Pre-K in 2019 qualified for Early Intervention Program (EIP) services. Fifteen percent of Pre-K students transitioning to Button Gwinnett Elementary entered Kindergarten in EIP.

**Button Gwinnett Elementary** statistical data shows:

- 77.50% free and reduced lunch rate
- 33.4% mobility rate
- 2019 CCRPI score of 62.3, 2018 CCRPI score of 73.7, which is an 11.4 point decrease
- The Content Mastery for English Language Arts (ELA) has declined and is currently at 57.3.
- Students in 5th grade saw a significant decline (19%) in GMAS scores for ELA this year and 4th grade scores declined for the third year in a row.

In Fall 2019, kindergarten students participated in the Georgia Kindergarten Inventory of Developing Skills (GKIDS). The students showed strong need in the following categories:

- 56% of students did not: Listen and differentiate between sounds that are the same and different.

- 53% were not able to: Effectively use words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
- 42% were not able to: Use spoken language that could be understood with ease.

In September 2019, 96% of incoming first graders were unable to master phoneme segmentation and 82% did not master letter naming fluency on DIBELS (Dynamic Inventory of Basic Early Literacy Skills). DIBELS was also administered to incoming second graders; revealing an alarming 66% of the students were below grade level in reading comprehension.

**Snelson-Golden Middle School** has a similar picture of performance. Six of the district’s low income housing developments feed into SGMS. The F/R rate is 78.59%, the mobility rate is 27.0%, the CCRPI score dropped to 67.4 and the Content Mastery score for ELA sits at 58.22.

**Bradwell Institute** is the largest high school in the district. All seven of the county’s low income housing developments feed into Bradwell. Currently, 51% of BI students self-report that they do NOT plan to attend a two or four year college. BI has a F/R rate of 66.54%, a mobility rate of 20.1%, and a CCRPI score of 75.6. The overall Content Mastery for ELA is 62.0.

The examination of the 2019 CCRPI score card reveals a discrepancy in ELA Content Mastery between sub-groups of Caucasian and African American students. Within each grade band, the discrepancy between the sub-groups widens and must be addressed to ensure literacy success for all LCSS students.

**Chart C: Score Discrepancy in ELA**

| Grade Band        | Sub-groups       | Proficient Learner | Distinguished Learner | Total | Difference   |
|-------------------|------------------|--------------------|-----------------------|-------|--------------|
| <b>Elementary</b> | Caucasian        | 37.66              | 14.07                 | 51.73 | <b>17.95</b> |
|                   | African American | 27.60              | 6.18                  | 33.78 |              |
| <b>Middle</b>     | Caucasian        | 41.26              | 13.56                 | 54.82 | <b>19.76</b> |
|                   | African American | 29.53              | 5.53                  | 35.06 |              |

| Grade Band | Sub-groups       | Proficient Learner | Distinguished Learner | Total | Difference   |
|------------|------------------|--------------------|-----------------------|-------|--------------|
| High       | Caucasian        | 50.23              | 15.81                 | 66.04 | <b>27.73</b> |
|            | African American | 32.47              | 5.84                  | 38.31 |              |

- **Brief description of the history of the L4GA LEA-Partnership**

A community partnership is not new to LCSS. In order to ensure that the district provides exceptional educational and extra-curricular activities for students and to support the academic, emotional, and social needs, a Strategic Planning Committee was assembled in 2014 to update the district’s strategic plan. The committee consists of 57 individuals and includes stakeholders from each school, the district, and community. Parents, students, and educators are joined by business and industry partners, local government officials, Fort Stewart representatives, and colleges and technical school partners. This committee has overseen our five-year *Blueprint for Progress* developed to target challenges facing the district.

The three major challenges that emerged from the work of the Strategic Planning Committee are: 1) staff/student mobility, 2) student achievement, and 3) workforce preparedness. The opportunity provided by the L4GA Grant will allow LCSS to continue addressing these issues. The fact that these issues remain unchanged since 2014 speaks to the deep-rooted nature of these challenges. In order to graduate students who are poised to launch into **Resilient, Eager, Assured,** and **Determined** adults, the district must think creatively and unconventionally about solutions.

In times of crisis, people from all ages and races rally. Yet, this “whatever-it-takes” mindset does not carry over into day-to-day parent engagement in education. The 2020 District Improvement Plan reports, “The district continues to struggle with consistent parent engagement at the school and district levels.” **Project READ** will allow for opportunities that take the school system in new directions by:

- communicating to parents the critical need for involvement in schools,
- addressing barriers that prevent parents/families from attending and participating in literacy events,

- providing literacy resources for students and parents, and
- finding ways to make parent involvement more appealing and appropriate for the community.

• **Population demographics of system**

Liberty County is considered a high poverty system with 68.67% of students qualifying for free or reduced (F/R) meal status. All twelve schools are designated Title I SchoolWide Projects. The county provides all students with free breakfast and has a “Back Pack Buddy” program to send home weekend meals with the most needy students. The Back Pack Buddy program is supported by local churches and United Way.

LCSS has seven elementary schools, three middle schools, two high schools, one Pre-K center, one college and career academy, as well as an alternative education center. The 2019 CCRPI of 72.2 score is lower than the state average of 75.9, and is down from 75.3 in 2018.

LCSS has diverse employee demographics:

|     |                                    |
|-----|------------------------------------|
| 49% | African American,                  |
| 47% | Caucasian,                         |
| 2%  | American Indian or Alaskan Native, |
| 1%  | Asian, and                         |
| 1%  | Hispanic.                          |

Liberty County School System’s student population count has remained relatively stable, though there have been small growth spurts and losses over the past three years. The breakdown of students is as follows:

|       |                                |
|-------|--------------------------------|
| 52.6% | African American               |
| 23.2% | Caucasian                      |
| 13.2% | Hispanic                       |
| 8.9%  | Multi-Racial                   |
| 1.8%  | Asian/Pacific Islander         |
| 0.3%  | American Indian/Alaskan Native |
| 2.0%  | English Learners*              |
| 14.0% | Students with Disabilities*    |



\* LCSS serves students through special programs including Other Health Impaired, Special Education, Migrant Services, and English Learners. The population of English Learners has doubled in the past three years. Additionally, the percentage of students with disabilities is higher than the norm of 10% for Georgia (CCRPI, 2019), due in part to the fact that Fort Stewart is listed as an **Exceptional Family Member Program (EFMP)** base. The EFMP program works with military and civilian agencies to provide comprehensive and coordinated community support, housing, educational, medical, and personnel services to military families with special needs children.

In 2018-2019, 169 students were served through the EL/ESOL program, which currently serves over 200 students and continues to expand. Additionally, 450 students were served through the 504 program and 1381 students received Special Education services.

Both Georgia Southern University and Savannah Technical College have satellite campuses located within Liberty County. These two higher education entities will work with LCSS to implement **Project READ**.

- **Climate ratings for all schools involved**

All LCSS schools have implemented and follow the PBIS framework. The expectation is that students are “Ready, Responsible, and Respectful”.

**Chart D: School Climate Ratings**

|      | 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|------|
| BGE  | 5    | 4    | 4    | 4    |
| SGMS | 3    | 4    | 4    | 4    |
| BI   | 4    | 3    | 4    | 4    |

**Chart E: Discipline Referrals**

| School | # Students | # Incidents Reported | Percent: ISS | Percent: OSS | Percent: Expulsion |
|--------|------------|----------------------|--------------|--------------|--------------------|
| BGE    | 565        | 230                  | 43.5%        | 18.7%        | 0.0%               |
| SGMS   | 845        | 574                  | 49.8%        | 45.1%        | 1.6%               |
| BI     | 1777       | 1579                 | 85.2%        | 13.0%        | 1.0%               |
|        |            | <b>2383</b>          |              |              |                    |

When looking at this data, a concern is that each of the 2,383 referrals disrupted and took instructional time from students and staff. The district goal is to create an atmosphere where students are actively engaged in their own learning and less likely to engage in negative behavior. The ability to read and function on grade level is a foundational element of student success in class and life.

• **Student Literacy/Feeder ELA outcomes**

In the current District Improvement Plan, “Increase Student Achievement” is *priority #1* and the need is ranked *high*. Beneath this over-arching need falls:

- Lack of educational opportunities from birth to entering school,
- Lack of prerequisite skills needed to access grade-level curriculum,
- Lack of rigorous instruction, and
- Lack of teacher knowledge to differentiate instruction and address learning gaps.

**Chart F: ELA Outcomes ~ GMAS**  
**Percent in Beginning/Developing Stages/Not Meeting Standard**

| GRADE    | 2017 System | 2017 Feeder School | 2018 System | 2018 Feeder School | 2019 System | 2019 Feeder School |
|----------|-------------|--------------------|-------------|--------------------|-------------|--------------------|
| <b>3</b> | 68.3%       | 75.2%              | 68.8%       | 72.2%              | 61.9%       | 64.4%              |
| <b>4</b> | 57.7%       | 51.6%              | 61.1%       | 68.3%              | 61.4%       | 74.8%              |
| <b>5</b> | 70.6%       | 79.3%              | 60.9%       | 57.9%              | 61.4%       | 74.0%              |

| <b>GRADE</b>         | <b>2017 System</b> | <b>2017 Feeder School</b> | <b>2018 System</b> | <b>2018 Feeder School</b> | <b>2019 System</b> | <b>2019 Feeder School</b> |
|----------------------|--------------------|---------------------------|--------------------|---------------------------|--------------------|---------------------------|
| <b>6</b>             | 67.8%              | 70.9%                     | 70.3%              | 71.3%                     | 57.1%              | 64.1%                     |
| <b>7</b>             | 70.4%              | 75.2%                     | 69.2%              | 72.5%                     | 62.7%              | 67.0%                     |
| <b>8</b>             | 63.0%              | 73.2%                     | 57.1%              | 67.4%                     | 56.5%              | 65.0%                     |
| <b>9th Gr. Lit.</b>  | 56.8%              | 51.5%                     | 57.8%              | 55.6%                     | 37.8%              | 15.9%*                    |
| <b>American Lit.</b> | 55.4%              | 56.9%                     | 59.3%              | 57.6%                     | 67.6%              | 67.7%                     |

Overall district Lexile scores are gravely concerning. Lexiles scores tell how proficiently students are able to comprehend text. The 2019 GMAS Lexile scores illustrate that little to no progress is being made.

**Chart G: Percent of Students with Below Grade Level Lexile Score**

| <b>GRADE</b> | <b>Spring 2017 Feeder School</b> | <b>Spring 2018 Feeder School</b> | <b>Spring 2019 Feeder School</b> |
|--------------|----------------------------------|----------------------------------|----------------------------------|
| <b>3</b>     | 56%                              | 63%                              | 63%                              |
| <b>4</b>     | 44%                              | 63%                              | 57%                              |
| <b>5</b>     | 51%                              | 42%                              | 46%                              |
| <b>6</b>     | 58%                              | 59%                              | 58%                              |
| <b>7</b>     | 51%                              | 48%                              | 46%                              |
| <b>8</b>     | 41%                              | 35%                              | 36%                              |
| <b>9</b>     | 34%                              | 35%                              | 6%*                              |
| <b>10</b>    | 37%                              | 60%                              | 27%                              |
| <b>11</b>    | 34%                              | 41%                              | 40%                              |
| <b>12</b>    | 56%                              | 59%                              | 71%                              |

\*In 2019, LCSS restructured the course progression for ELA courses. Because of this transition for the 2019 year only, the students testing in 9th Grade Literature were almost entirely Advanced and Honor students. The data for 2020 will reflect a balanced picture once again.

- **Plan for engaging early childhood providers, P-20 partnerships, literacy faculty in local teacher prep programs, and community coalition.**

The initial plan for **Project READ**, below, will remain fluid as the district grows and changes. LCSS will:

- **Include all stakeholders, B-12**, in early literacy professional learning opportunities,
- **Coordinate** transition opportunities for **B-5** by promoting awareness of local pre-schools available,
- **Develop readiness workshops** for **B-5** parents and caregivers,
- Provide **B-5 partners** with literacy materials and resources for staff members, families, and children,
- **Develop train-the-trainer workshops** so that early childcare and community organization partners can assist in providing early literacy training for families,
- Plan **team, vertical, and content area PLC meetings** for early childcare providers and teachers P-3, 3-6, 6-9, 9-12,
- Plan professional learning opportunities **for all stakeholders on interpreting data** and establish regular communication of data with stakeholders,
- **Provide** training on the “Whole Child Approach” to education for all stakeholders,
- Consider a research-based **textbook adoption** for a reading series; include higher education representatives in this process,
- **Convene with Community Partners** in Fall, Winter, and Spring to review data, revisit needs, celebrate successes, and plan next steps,
- Establish training support at “**Mentor Meetings**” through the expertise of participating higher education partners, RESA, and system specialists in September, November, January, March, and May with participants nominated by the Principal or district ELA Specialist,

- Work with higher education partners to **align teacher preparation programs** to ensure pre-service teachers are equipped with necessary literacy training in all content areas,
- Plan with higher education partners to provide training for departmentalized teachers in **supporting literacy across all content areas**, and
- Provide families with opportunities to give input on how literacy can be incorporated and enhanced in daily home environments. Each feeder school will create a **parent partnership committee** aligned with their parent involvement plans and school improvement plans to support the literacy needs for their students in their homes.
- L4GA grant updates will be provided to all stake holders during monthly **school board meetings**. Parents and community members will have the opportunity to voice suggestions during these meetings.

**Section 2:**

**• How will the grant be supported from the district level?**

LCSS parents, staff, and the community are aware of the need to make changes regarding literacy; **Project READ** will provide the impetus and focus we need to make these necessary changes. At the district level, the grant advisory committee met with LEA Partners and early childhood providers (Section 1, Chart B), led by the Assistant Superintendent of Schools and the Teaching and Learning ELA Specialist to determine literacy areas of need and how each organization would be involved and contribute to the project. Each school in the feeder system has an acting literacy committee to identify specific school-based needs and the areas for improvement. With these committees, system data, and annual Title I surveys **Project READ** began to form.

The district annual Title I systemwide survey conducted in Fall 2019 revealed:

- 65% of parents are concerned by staff transience,
- 53% of parents believe that the district does not actively seek to engage external stakeholders,
- 57% of parents do not believe the system effectively communicates with them,
- 64% of parents request that families and community members receive feedback from the district,
- 45.84% of staff indicated a need for professional development, and
- 51% of BI students report they do not plan to attend a two or four year college.

**• Who are the key people involved in the grant?**

**Chart H: District Level Support**

| <b>Staff Member</b>                             | <b>Responsibility</b>   |
|---|---|
| Dr. Franklin Perry<br>Superintendent of Schools | • oversee implementation of all phases of the grant throughout the five-year implementation period. |

| Staff Member   | Responsibility  |
|--|---|
| Susan Avant<br>Assistant Superintendent of Teaching and Learning | <ul style="list-style-type: none"> <li>• supervise administration of all phases of the grant throughout the five-year implementation period.</li> <li>• oversee work of retired educator team (RESSLA).</li> </ul>  |
| Grant Administrator - <b><u>to be hired</u></b>                  | <ul style="list-style-type: none"> <li>• provide hands-on supervision and support as all phases of the grant are rolled out over the five-year implementation period.</li> <li>• work directly with the Assistant Superintendent of Teaching and Learning, the ELA and K-5 Teaching and Learning Specialists, the Director of Professional Learning, the Director of Exceptional Learning and the EL Coordinator to ensure that professional training, instructional delivery, and grant implementation are followed out with fidelity throughout the five-year implementation period.</li> <li>• work directly with building administrators to fully implement all aspects of the grant; site visits will be conducted frequently.</li> <li>• coordinate with Georgia Southern University faculty, First District RESA personnel, and the Director of Professional Learning to offer specific, evidence-based training to all staff.</li> <li>• coordinate with other members of the team to train the building level Academic Specialists within the feeder system and conduct necessary follow-up.</li> <li>• work with L4GA representatives to ensure a smooth implementation.</li> </ul> |
| Leah Gumataotao<br>ELA Teaching and Learning Specialist          | <ul style="list-style-type: none"> <li>• provide site-based support to staff at the schools in the feeder system throughout the five-year implementation period.</li> </ul>   |
| Tommy Oglesby<br>K-5 Teaching and Learning Specialist            | <ul style="list-style-type: none"> <li>• provide site-based support to staff at the elementary level throughout the five-year implementation period.</li> </ul>   |
| Kellie Zeigler<br>Director of Professional Learning              | <ul style="list-style-type: none"> <li>• oversee the scheduling and coordination of on-going professional learning opportunities throughout the five-year implementation period.</li> </ul>   |
| Mindy Yanzetich<br>Director of Exceptional Learning              | <ul style="list-style-type: none"> <li>• coordinate with the Grant Administrator to ensure that special education staff is receiving and implementing literacy training.</li> </ul>   |
| Veronica Johnson<br>EL Coordinator                               | <ul style="list-style-type: none"> <li>• coordinate with the Grant Administrator to ensure that EL staff is receiving and implementing literacy training.</li> </ul>  |

| Staff Member   | Responsibility  |
|--|---|
| Melissa Roberts<br>Executive Director for Media & Technology           | <ul style="list-style-type: none"> <li>• oversee grant activities that are related to media specialists and media centers for schools within the feeder system.</li> <li>• coordinate with Director of Professional Learning for professional development related to technology integration.</li> <li>• coordinate with a data analyst to oversee the process of collecting and disaggregating data during each administration of the required assessment windows.</li> </ul> |
| Stephanie Clark<br>Executive Director of Finance                       | <ul style="list-style-type: none"> <li>• oversee all budgetary requirements throughout the five-year implementation period of the grant.</li> </ul>   |
| Reading Specialist<br><b>To be hired</b>                               | <ul style="list-style-type: none"> <li>• provide modeling, push-in, and <i>just in time</i> support to teachers and students at the PreK and elementary campuses.</li> </ul>  |
| Sonja Duncan<br>Executive Director of Special Programs, including CTAE | <ul style="list-style-type: none"> <li>• help coordinate activities involving our Liberty College and Career Academy (LCCA) students,</li> <li>• assist in looking at data involving high school CTAE students.</li> </ul>  |

• **How will the grant function in terms of the whole district strategic plan?**

The district needs are the same, no matter how many different ways data is examined; the same areas surface in the Title I plan, the district strategic plan, *BluePrint for Progress*, and the AdvancEd review.

**Project READ** will seamlessly integrate into **current district goals**, which are as follows:

- Goal 1- Increase student learning, achievement, and college and career readiness,
- Goal 2- Provide safe and supportive learning environments,
- Goal 3- Recruit, train, and retain highly qualified and effective staff, and
- Goal 4- Increase stakeholder involvement.

Two of the **AdvancEd improvement priorities** will be addressed by implementation of the **Project READ L4GA** grant:

- Implement, monitor, and evaluate system-wide collaborative structures to support student learning, analyze data to inform instruction, and link effective instructional practices with student achievement.
- Improve and monitor a systematic and systemic process that ensures analysis and use of data by all staff to advance student learning and system effectiveness.



Additionally, the **Title I District Improvement Plan** states OverArching Priority #1 is to *Increase Student Achievement*. Data examined included GMAS ELA scores and Lexile scores.

- Action Step #1 states “Staff will participate in professional learning on rigor and differentiation throughout the year,” and that this process would be overseen by the ELA Teaching and Learning Specialist.
  - Action Step #2 plans for staff to implement vertical planning/content planning throughout the district.
  - Action step #3 is to provide professional learning in best practices designed to promote rigor and specifically designed instruction.
  - Action Step #4 is to provide professional learning in data analysis.
  - Action Step #5 is to provide online and onsite resources for parent and family engagement to support student academic achievement in ELA.
  - Action Step #6 is to provide engaging activities for parents and families to enable them to support ELA learning at home with students.
  - Action Step #7 is to offer adult literacy programs to help parents to better support the acquisition of reading skills at home.
- **How will financial aspects of the grant be handled?**

Financial aspects of the grant will be handled by the LCSS Finance Department. Personnel in this department have acquired experience with successfully managing all budgetary requirements of state and federal grants. In the past, the Finance Department has managed several budgets awarded by different entities: GaDOE Charter Grant / funds, the Math Science Partnership (MSP) Grant through GSU, all Federal Grant monies (Title I, II, III, and IV). The most recent audit report was completed in 2018, Georgia Department of Audits and Accounts provides information regarding the most recent report by searching for Liberty County. Protocols are in place for controls for spending - all financial budgets are reviewed and approved for allowability

of grant funds; once budget is approved, requisitions are entered into the district accounting system and then electronically approved by level of administration and converted to purchase orders; once items are received, items are electronically approved for payment.

- **Will there be a dedicated staff member at the district office with the responsibility of grants administration?**

A grant administrator will be hired to oversee all aspects of grant implementation. See detail in Chart H: District Level Support.

## Section 7:

- **Provide details of all the strategies and human or instructional resources that will be used or paid for as a result of L4GA funding:**
  - **Tie them back to the needs assessment, student data, and root cause analysis.**
  - **Explain how they directly impact literacy, access to print, community engagement, student supports, instructional engagement and/or teacher support.**

**Project READ** funding will be used to provide human or instructional resources that support the literacy needs identified through our triangulated data collection process. The four identified needs are:

- **#1:** Improving Student Achievement in Reading and Literacy
- **#2:** Providing Targeted Professional Learning
- **#3:** Increasing Parent Engagement
- **#4:** Transience of Staff and Students

The following charts outlines the human and instructional materials/resources that will be used during the course of the grant implementation, funding sources and the **Project READ** identified need(s) addressed.

**Chart S: Literacy Resources, Trainers, Initiatives Funded by L4GA or LCSS**

| Human/Instructional/Material Resources Used  | Funding Source | Project READ Identified Need(s) Addressed  |
|--|----------------|--|
| <b>Liberty County will have an L4GA Grant Support Team in place.</b>   |                |  |
| <ul style="list-style-type: none"> <li>• Grant Administrator</li> <li>• Reading Specialist</li> </ul>  | - L4GA         | #1: Improved student achievement<br>#2: Targeted professional learning<br>#3: Increased parent involvement<br>#4: Smoother transition period |
| <ul style="list-style-type: none"> <li>• Superintendent of Schools</li> <li>• Asst. Superintendent of Teaching &amp; Learning</li> <li>• ELA Specialist</li> <li>• K-5 Specialist</li> <li>• Teaching &amp; Learning Content Specialists</li> <li>• Director of Professional Learning</li> <li>• Director of Exceptional Learning</li> <li>• EL Coordinator</li> <li>• Executive Director for Media/Technology</li> <li>• Guidance Counselors</li> <li>• MLF Counselors</li> <li>• Executive Director of Special Programs</li> <li>• School Building Administrators</li> <li>• Site-Based Academic Specialists</li> <li>• LEA Community Partners (<i>no funds required</i>)</li> </ul>   | - LCSS         | #1: Improved student achievement<br>#2: Targeted professional learning<br>#3: Increased parent involvement<br>#4: Smoother transition period |
| <b>LCSS will hire people to provide the following services:</b> <ul style="list-style-type: none"> <li>• Manage the L4GA Grant</li> <li>• Train all L4GA school staff and early childcare providers on early literacy and the dimensions of reading for B-12</li> <li>• Support reading comprehension and vocabulary acquisition in all content areas</li> <li>• Instruct administrators on how to recognize, evaluate, and support quality instruction for reading at all grade levels and in all content areas</li> <li>• Collaborate with P-20 partners to assist new staff in making a seamless transition to the teaching profession</li> <li>• Support students needing remediation - Retired Educators (RESSLA)</li> <li>• Inspire and motivate staff, students, and the LEA community coalition</li> </ul> |                |  |

| Human/Instructional/Material Resources Used   | Funding Source  | Project READ Identified Need(s) Addressed  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Analyze data to make informed decisions regarding language nutrition, access &amp; teacher preparation and effectiveness.</li> </ul>   |   |  |
| <ul style="list-style-type: none"> <li>Grant Manager</li> <li>Georgia Southern University</li> <li>First District RESA</li> <li>ELA Specialist</li> <li>Reading Specialist</li> <li>RESSLA Teachers</li> <li>Visiting authors</li> <li>Data Consultant</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- No cost</li> <li>- LCSS</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> </ul> | <ul style="list-style-type: none"> <li>#1: Improved student achievement</li> <li>#2: Targeted professional learning</li> <li>#4: Smoother transition period</li> </ul> |
| <p><b>LCSS will provide or send staff/administrators/Community Coalition to Literacy-Focused training opportunities (travel, meals, registration, stipends, materials).</b></p>   |   |  |

| Human/Instructional/Material Resources Used   | Funding Source   | Project READ Identified Need(s) Addressed                                      |
|---|--|--|
| <p><b>Including, but not limited to:</b></p> <ul style="list-style-type: none"> <li>• GAEL L4GA Leadership Institute</li> <li>• Training on reading series (if adopted) and phonics program</li> <li>• Content-specific literacy training</li> <li>• PLCs: team, content, and vertical</li> <li>• RESA ELA Workshops</li> <li>• GCTE Annual Conference</li> <li>• GaDOE Summer ELA Workshop</li> <li>• Jennifer Serravello Workshops</li> <li>• Novel Engineering Workshop</li> <li>• Literacy Day: ELA or Content Areas</li> <li>• Community Coalition meetings</li> <li>• TALES: support for infusion of technology into literacy instruction</li> <li>• Differentiation in Action training</li> <li>• Small Group Intervention</li> <li>• Improving DOK/Increasing Rigor</li> <li>• Georgia Standards of Excellence</li> <li>• Understanding Data</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> </ul> | <p>#1: Improved student achievement<br/>#2: Targeted professional learning</p> |
| <p><b>LCSS will purchase evidence-based materials and assessments to support the instruction of reading.</b></p>  |  |  |

| Human/Instructional/Material Resources Used  | Funding Source   | Project READ Identified Need(s) Addressed |
|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>Reading series</b> adoption for K-5 (TBD)</li> <li>• Targeted <b>phonics program</b></li> <li>• <b>L4GA Required Assessments:</b> <ul style="list-style-type: none"> <li>• Work Sampling</li> <li>• Peabody Picture Vocabulary Test</li> <li>• Phonological Literacy Screening</li> <li>• GKIDS</li> <li>• DIBELS Next</li> <li>• HMH Reading Assessment Screener</li> <li>• GMAS EOG</li> <li>• GMAS EOC</li> <li>• Analytic Writing Continuum</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- L4GA</li> </ul> | <p>#1: Improved student achievement</p>   |
| <p><b>LCSS will provide support to staff members as they acquire new skills.</b></p>   |  |   |

| Human/Instructional/Material Resources Used   | Funding Source   | Project READ Identified Need(s) Addressed   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• <b>Literacy Leaders</b> will receive a supplement and provide general and literacy support to new staff members.</li> <li>• A <b>Reading Specialist</b> will assist staff and students, model lessons, conduct observations, and provide training to staff.</li> <li>• <b>Mentor Meetings</b> will be conducted five times per year with literacy and content experts from GSU and FDRESA.</li> <li>• <b>Data Digs</b> will be conducted under the supervision of a data analyst. The disaggregation process will occur following each assessment period.</li> <li>• The <b>ELA Specialist, the K-5 Specialist, and Content Specialists</b> (Math, Science, STEM, Social Studies, EL, and SpEd) will provide regular Reading and Literacy support, attend PLC meetings, conduct observations, work one-on-one with teachers as needed.</li> <li>• <b>Consultants</b> will be hired to train on all aspects of an active, strong, balanced Literacy program.</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> </ul> | <p>#1: Improved student achievement<br/> #2: Targeted professional learning<br/> #4: Smoother transition period</p> |
| <p><b>LCSS will provide opportunities to students making for a smooth transition into the district and improve their achievement trajectory.</b></p>  |  |   |



| Human/Instructional/Material Resources Used   | Funding Source   | Project READ Identified Need(s) Addressed   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• <b>Kindergarten Camp</b> (BGE) will take place for four days prior to the start of the school year. This will allow students to learn about their new school, meet the teachers, and overcome understandable anxiety. Teachers will also have an opportunity to informally assess student needs.</li> <li>• <b>Read to this Bear:</b> Nightly take-home will incorporate reading, writing, and oral communication.</li> <li>• <b>Lunch Bunch</b> book clubs at the schools</li> <li>• Reading-Focused <b>Video Announcements</b> at each school will start the day with a focus on literacy.</li> <li>• <b>Read-Ins</b> will be held at the schools for students and families</li> <li>• <b>Student mentors</b> will be assigned to students transitioning in to LCSS</li> <li>• <b>Parent Conferences</b> will be scheduled within the first two weeks for a new family and conducted regularly throughout the year. Parents will be provided access to the Title I Resource Room, assistance with the LCSS app if needed, and put on the mailing list.</li> <li>• A meeting with the <b>Guidance Counselor or MFL Counselor</b> will be offered to parents for their students within the first two weeks of arriving.</li> <li>• LCCA students will offer <b>tutoring</b> to remedial students identified at BGE.</li> <li>• <b>Saturday Sessions</b> (half-day) will be offered for students from grades 3-12. This will include transportation, salaries, materials/supplies, breakfast and snacks.</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- LCSS</li> <li>- L4GA</li> </ul> | <p>#1: Improved student achievement<br/> #3: Increased parent involvement<br/> #4: Smoother transition period</p> |
| <b>LCSS will expand access to print materials to all stakeholders.</b>  |  |   |

| Human/Instructional/Material Resources Used   | Funding Source | Project READ Identified Need(s) Addressed   |
|---|----------------|---|
| <ul style="list-style-type: none"> <li>• <b>Increase media collections</b> at LCSS and LEA partner schools to allow for family check out and to increase non-fiction texts, magazines, and digital texts.</li> <li>• Purchase sets of books for the “<b>Lunch Bunch</b>” student book clubs, adult parenting book clubs, and teacher collaborative professional reading.</li> <li>• Schedule a <b>Book Mobile/Rolling Resource Room</b> to visit neighborhoods.</li> <li>• Offer and implement the “<b>Hello Book</b>” Program.</li> <li>• Establish and advertise a <b>Summer Reading</b> Program.</li> <li>• Provide <b>Born to Read Kits</b> to local physicians for new mothers.</li> <li>• Purchase kid-friendly magazines in order to implement the “<b>Book Bag Mag</b>” Program</li> <li>• Create and send home <b>STEM Backpacks</b> to blend literacy with our STEM initiative.</li> <li>• Purchase and replenish <b>texts for our community partners</b> (our hope is that they will need to be replenished often because that means they have transitioned into homes): <ul style="list-style-type: none"> <li>• Military Guest Housing facilities</li> <li>• Hospital waiting rooms</li> <li>• School Bus Book Boxes</li> <li>• Doctor’s waiting rooms</li> <li>• Manna House</li> <li>• Gabriel’s House</li> <li>• Women’s Shelter</li> </ul> </li> </ul> | <p>- L4GA</p>  | <p>#1: Improved student achievement<br/> #3: Increased parent involvement<br/> #4: Smoother transition period</p> |
| <p><b>LCSS will use funds to inspire children/families to make literacy a family priority.</b></p>  |                |   |

| Human/Instructional/Material Resources Used   | Funding Source   | Project READ Identified Need(s) Addressed                                    |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Host local and visiting <b>authors</b>.</li> <li>• Schedule and host <b>Read-Ins</b>.</li> <li>• Launch <i><b>Read to this Bear!</b></i> by placing teddy bears in every B-3 and K-2 classroom and in the media center at BGE.</li> <li>• Promote the <b>Lunch Bunch</b> book clubs at the schools.</li> <li>• Arrange to film literacy-focused <b>morning announcements</b> at the schools.</li> <li>• Host and advertise student-run <b>Family Nights</b> at the schools in order to entice families to attend.</li> <li>• Arrange to have <b>Dinner Clubs</b> throughout the school year: dinner, a movie, and the book.</li> <li>• Plan, schedule, and advertise <b>Book Clubs on Parenting</b>.</li> <li>• Plan, schedule, and advertise <b>Drive thru Dinners</b> to support family literacy.</li> <li>• Plan, schedule, and advertise neighborhood grill <b>Book'n'Cook</b> events.</li> <li>• Maintain a strong <b>Social Media</b> Campaign with a focus on literacy in our community.</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- LCSS</li> <li>- L4GA</li> <li>- LCSS</li> <li>- LCSS</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- LCSS</li> </ul> | <p>#1: Improved student achievement<br/>#3: Increased parent involvement</p> |
| <p><b>LCSS will offer training to parents on making literacy a personal and family priority.</b></p>  |  |  |

| Human/Instructional/Material Resources Used  | Funding Source   | Project READ Identified Need(s) Addressed                                    |
|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>PLAN TO SUCCEED</b> Centers <ul style="list-style-type: none"> <li>• GED Coursework/Computer Station</li> <li>• Retired Educator to manage the Center</li> </ul> </li> <li>• <b>LAP: Literacy and Parenting Workshops</b> <ul style="list-style-type: none"> <li>• <i>From Tots to Toddlers to Teens</i> Workshops</li> <li>• <b>Literacy 101:</b> Parenting workshops for B-5</li> </ul> </li> <li>• <b>Offer transportation</b> to meetings</li> <li>• <b>Provide childcare</b> when necessary.</li> </ul> | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> <li>- L4GA</li> </ul> | <p>#1: Improved student achievement<br/>#3: Increased parent involvement</p> |
| <b>LCSS will use funds for postage, mailing, and printing.</b>   |  |  |
| <ul style="list-style-type: none"> <li>• <b>Monthly postcards</b> advertising Literacy Events and Services</li> <li>• Materials for all <b>trainings and initiatives</b> <ul style="list-style-type: none"> <li>• Parent training</li> <li>• Community Outreach events</li> <li>• Staff training</li> <li>• Saturday Sessions</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>- L4GA</li> <li>- L4GA</li> </ul>   | <p>#1: Improved student achievement<br/>#3: Increased parent involvement</p> |

Creating change is a formidable task. Knowing **Project READ** is a framework, LCSS will plan to meet the ever-changing needs of the community, families, students, and staff. According to Moen and Norman (2010), the time to implement the Plan~Do~Check~Act (PDCA) process is when beginning an improvement initiative.

Each phase of the PDCA is important, but it is the ACT portion of the cycle that pushes the project forward in a positive manner. The “A” can also stand for “Adjust” as it is here that the results are reviewed and necessary changes are made. Staff feedback and classroom observations from the “do” portion and assessment results examined during the “check” phase will help us identify shifts or changes that need to be implemented. Once a problem is identified, for example, “delivery of instructional practices lacks fidelity”, then the district will investigate to determine the root cause and adjust the plan to remedy the issue.

In this regard, **Project READ** must remain a “living” document as Liberty County Schools and the community progress through the duration of the project.

## 5 Year Projected L4GA Budget

|  |               |
|--|---------------|
| Reading Series BGE (Under consideration), including on-going PD and support  | \$250,000.00  |
| Phonics Supplement PreK-8th, including on-going PD and support   | \$65000.00    |
| RESSLA: 3 schools: remediation, assessment, Plan to Succeed Center   | \$100000.00   |
| Required Assessments<br>DIBELS Next<br>HMH Reading Inventory<br>Phonological Literacy Screening<br>Peabody Picture Vocabulary Test | \$500000.00   |
| Kindergarten Camp @ BGE: staff, admin, buses/drivers, breakfast & snack, materials   | \$60000.00    |
| Saturday School Staff: staff, admin, buses/drivers, breakfast & snack, materials   | \$100000.00   |
| Expanded Media Collection ( <b>*big amount</b> )   | \$200000.00   |
| Paperback collection for guest housing, hospitals, Hello, Book! Born to Read Kit Magazine subscriptions for all students           | 75,000-100,00 |
| Visiting Authors   | \$80000.00    |
| GSU Training Experts   | \$80000.00    |
| Hiring: Salary and Benefits Grant Manager  | \$300000.00   |
| Hiring: Salary and Benefits BGE Reading Specialist   | \$400000.00   |
| Substitutes  | \$150000.00   |
| Supplement for Literacy Leader at each school.   | \$15000.00    |
| Stipends:<br>Literacy Day for New Staff<br>Fri/Sat Workshops   | \$200000.00   |
| Transportation for families to family events<br>Book Mobile/Title I Rolling Resource Room  | \$40000.00    |

|   |             |
|---|-------------|
| Meals<br>Dinner and a movie<br>Staff meals at workshops<br>Student food at Kindergarten Camp (above)<br>Drive thru Dinners<br>Neighborhood Grill Nights | \$100000.00 |
| Postage - postcards to families at the feeder schools   | \$30000.00  |
| Printing<br>Flyers<br>Postcards<br>Born to Read Kit<br>Training materials for staff and parents   | \$50000.00  |
| Born to Read Kits! Onsies, packaging, printed materials, STEM Backpacks   | \$100000.00 |
| United Way has requested funds to assist with the Weekend Meal Bags, Little Free Libraries, and books with Read United.                                 | \$29000.00  |

## **Appendix A**

### **Application Forms**

References

LEA Partner Commitment Letters

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Walpole, Sharon and Michael C. McKenna. (2011). Differentiated Reading Instruction in Grades 4-5: Strategies and Resources. The Guilford Press, New York, NY.

# Button Gwinnett Elementary

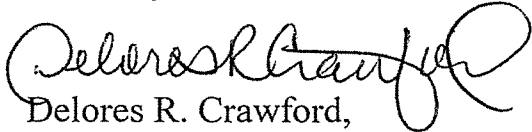
635 Taylor Road  
Hinesville, GA 31313  
912-876-0146 FAX 912-876-0256  
Mrs. Delores R. Crawford, Principal  
Mrs. Brenda Clark, Assistant Principal

January 7, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,



Delores R. Crawford,  
Principal



*Administrative Staff*

*Mrs. Torri Jackson, Assistant Principal  
Mr. Anthony Johnson, Assistant Principal  
Mr. Darrell Mosley, Assistant Principal  
Dr. Sean Mulvanity, Assistant Principal  
Mr. Kyle Adkins, Interim Athletic Director  
Dr. Amy Blanton, Registrar*

*Mr. Alvin M. Williams  
Principal*

*100 Pafford Street  
Hinesville, GA 31313  
912-876-6121  
912-876-6914 (Fax)*

January 13, 2020

To Whom It May Concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'A-M Williams', with a long horizontal flourish extending to the right.

Alvin M. Williams  
Principal

[amwilliams@liberty.k12.ga.us](mailto:amwilliams@liberty.k12.ga.us)  
(912) 876-6125



February 4, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System, entitled 'Project READ', is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Nick Westbrook".

Nick Westbrook  
Owner/Operator  
Chick-fil-A Hinesville  
404-964-2368 (c)  
912-877-6631 (w)

HINESVILLE  
877 WEST OGLETHORPE HIGHWAY  
HINESVILLE, GA  
31313



**Coastal Coalition for Children, Inc.**  
*Partnering for a promising future.*

37 W Fairmont Street Suite 215 Savannah GA 31406

January 14, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

LaTeashia Steed, MSW  
Program Manager  
Coastal Coalition for Children, Inc  
37 West Fairmont Street; Suite 215  
Savannah, GA 31406  
Phone: 912.650.0538  
Email: [lateashia@cc4children.org](mailto:lateashia@cc4children.org)  
[www.cc4children.org](http://www.cc4children.org)



DEPARTMENT OF THE ARMY  
U.S. ARMY INSTALLATION MANAGEMENT COMMAND  
HEADQUARTERS, UNITED STATES ARMY GARRISON, FORT STEWART/HUNTER ARMY AIRFIELD  
954 WILLIAM H. WILSON AVENUE  
FORT STEWART, GEORGIA 31314


February 5, 2020

To Whom It May Concern:

As the Garrison Commander of Fort Stewart and Hunter Army Airfield, I am writing in support of the Liberty County School System's proposal to the Georgia Department of Education for a grant to fund Project READ. Fort Stewart and the Liberty County School system have a long history of partnership to support the education of the children of our Soldiers stationed at Fort Stewart.

The mission of this proposal is to increase youth literacy within Liberty County which is the primary school district of the military children of Fort Stewart. I strongly support the grant application of the Liberty County School System. If selected for funding, Fort Stewart will collaborate with the Liberty County School System to fully implement the project's efforts as detailed in the proposal.

Sincerely,

  
Bryan L. Logan  
Colonel, U.S. Army  
Commanding

**LIBERTY OBSTETRICS & GYNECOLOGY  
455 SOUTH MAIN STREET  
SUITE 202  
HINESVILLE, GEORGIA 31313  
TELEPHONE: 912-877-2228  
FAX: 912-877-2463**

January 15, 2020

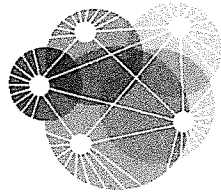
To Whom It May Concern:

If the proposal submitted by Liberty County School System entitled "**Project READ**" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Seth A. Borquaye', followed by a long horizontal line extending to the right.

Seth A. Borquaye, M.D., F.A.C.O.G.



— LIBERTY COUNTY —  
**family connection™**

January 14, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

David Floyd  
Executive Director  
Liberty County Family Connection  
P.O. Box 231  
1113 E. Oglethorpe Hwy  
Hinesville, GA 31310  
(912) 368-7531

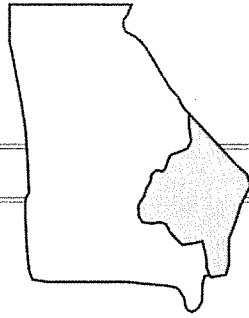


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**FIRST DISTRICT RESA**

RICHARD SMITH  
EXECUTIVE DIRECTOR



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**REGIONAL EDUCATIONAL SERVICE AGENCY**

201 W. LEE STREET - P.O. BOX 780 - BROOKLET, GEORGIA 30415  
TELEPHONE: (912) 842-5000 - FAX: (912) 842-5161  
[www.fдреса.org](http://www.fдреса.org)

January 8, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is the intent of First District RESA to collaborate with Liberty County Schools as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Smith". The signature is fluid and cursive, with a large loop at the end.

Richard Smith, Executive Director



**Golden Rod Consulting, LLC**  
Tallahassee, FL 32301  
Goldenrodconsulting2@gmail.com  
Goldenrodconsulting.com

January 22, 2020

United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

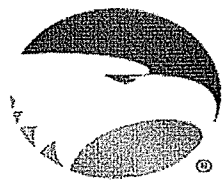
To Whom It May Concern;

If the proposal submitted by the Liberty County School System entitled, "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Q. Boston". The signature is written in black ink and is positioned above the typed name and contact information.

Patricia Q. Boston, DrPH, MPH, CHES  
Founder and CEO  
Golden Rod, LLC  
goldenrodconsulting2@gmail.com



**GEORGIA  
SOUTHERN  
UNIVERSITY**

February 3, 2020

Dear L4GA Grant Reviewer:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is our intent to collaborate as detailed in the proposal. We are impressed with Liberty County's incorporation of community assets and the expansive literacy development and support initiatives in their proposal. We have several faculty members willing to provide their guidance and expertise to support both the efforts of the school system and their community collaborators.

Sincerely,

A handwritten signature in cursive script that reads "Alisa Leckie".

Dr. Alisa Leckie, Ph.D, NBCT

Interim Dean for Partnerships and Outreach



January 10, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is the intention of the Housing Authority of the City of Hinesville to collaborate.

Given the opportunity to partner with the Liberty County School System for "Project READ" I would propose to use the funding to expand our current afterschool program to service more children, expand the library with the opportunity to implement a lending option where the children can take books home to read with their parents, incorporate a summer literacy program into our summer enrichment camp experience. Our goal would be to also purchase books per grade as assigned by the district's summer reading list in an effort to help prevent the educational deficit which occurs during the children's summer break.

The grant's funding may also assistance with providing additional space since we provide a free afterschool and summer camp program for the children (ages 5- 13) that live on our property. Currently, one room is used to operate the programs. We desperately need trained tutors for the children and potentially their parents to provide individual or group reading instruction. Also, electronic and magazine subscriptions for reading that interest the children would encourage reading, in order to not be overwhelming or boring. A reading incentive program for the children with measured outcomes, providing an interactive activity or field trip experience for the entire family could spark an interest in reading together, scheduling quarterly events for the toddlers or children that are not enrolled in daycare or Head Start to inspire the desire to learn read and engaging the parents with Podcast, Facebook, and insert reading tips in our monthly newsletters could help the "Project Read" be successful within Liberty County.

As a fellow community stakeholder, we are very excited about the opportunity to work with the Liberty County Board of Education because we provided services to the same population of children, this partnership will benefit the entire family.

Sincerely,

Melanie C. Thompson, M.Ed., COS  
Chief Executive Officer  
melanie\_thompson@hinesvillehousing.org  
100 Regency Place  
Hinesville, GA. 31313  
912-876-6561, ext. 101



# Hinesville

## CHILD CARE

Give Your Child A Good Foundation For Life

1/15/2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project Reed" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in proposal.

Sincerely,  
Jennifer Brinkley

A handwritten signature in cursive script that reads "Jennifer Brinkley".

Jennifer Brinkley  
204 Martin Street Hinesville, GA 31313  
912-876-4785

[hinesvillechildcare@yahoo.com](mailto:hinesvillechildcare@yahoo.com)

[www.hinesvillechildcare.com](http://www.hinesvillechildcare.com)



Liberty County Pre-K Center  
206 Bradwell Street  
Hinesville, GA 31313  
(912) 876-0773 T  
(912) 876-6966 F

Greg McCallar, Director  
(912) 368-0773  
[gmccallar@liberty.k12.ga.us](mailto:gmccallar@liberty.k12.ga.us)

January 7, 2020

To Whom It May Concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected by the funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink that reads "Greg McCallar". The signature is stylized and includes a long horizontal flourish at the end.

Greg McCallar  
LCPK Director  
(912) 876-0773  
[gmccallar@liberty.k12.ga.us](mailto:gmccallar@liberty.k12.ga.us)



January 10, 2020

Georgia Department of Education  
Twin Towers East  
205 Jessie Hill Drive, SE  
Atlanta, GA 30334

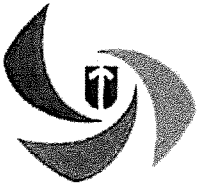
To Whom It May Concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Leah Poole", with a long, sweeping flourish extending to the right.

Leah Poole  
CEO  
Liberty County Chamber/CVB



**COASTAL GEORGIA AREA  
COMMUNITY ACTION AUTHORITY, INC.**

AN EQUAL OPPORTUNITY AGENCY

Tres Hamilton, CEO  
1 Community Action Drive  
P.O. Box 2016  
Brunswick, GA 31521  
P (912)264-3281  
F (912)265-7444  
[www.coastalgacaa.org](http://www.coastalgacaa.org)

**January 10, 2020**

**To whom it may concern:**

**If the proposal submitted by the Liberty County School System entitled “Project READ” is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.**

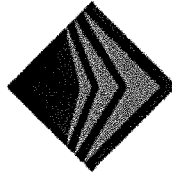
**Sincerely,**

A handwritten signature in black ink that reads "Teddra Jakes". The signature is fluid and cursive, with the first name being more prominent.

**Teddra Jakes, Liberty Head Start  
Center Supervisor  
Jordye Bacon Elementary School  
100 Deen Street  
Hinesville, GA 31313  
P (912) 506-1275  
E mail: [tjakes@coastalgacaa.org](mailto:tjakes@coastalgacaa.org)**

**TJ:sm**





# LIBERTY REGIONAL MEDICAL CENTER

January 8, 2020

To Whom It May Concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

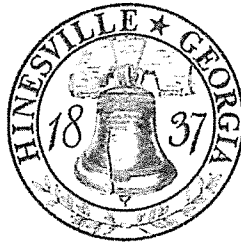
Tammy Mims,  
Chief Executive Officer  
Liberty Regional Medical Center

**MAYOR**  
Allen Brown

**CITY MANAGER**  
Kenneth K. Howard

**CITY CLERK**  
Sarah Lumpkin

**CITY ATTORNEY**  
Linnie L. Darden, III



*Mayor's Office*

**COUNCIL MEMBERS**

Diana F. Reid  
Jason Floyd  
Vicky C. Nelson  
Keith Jenkins  
Karl Riles

January 17, 2020

To Whom It May Concern,

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to be "Allen Brown", written over a horizontal line.

Mayor Allen Brown  
City of Hinesville



321 Fraser Drive  
Hinesville, GA 31313  
912-876-9301

January 17, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink that reads "Ashley Dodd". The signature is written in a cursive style.

Ashley Dodd  
Owner/Operator

# SNELSON-GOLDEN MIDDLE SCHOOL



To whom it may concern:

If the proposal submitted by Liberty County School System entitled "PROJECT READ" is selected for funding by the Georgia Department of Education, it is our intent to collaborate as detailed in the proposal. Snelson-Golden Middle School is committed to serving the students and families assigned to us. We aim to focus on ensuring our students become better readers, writers and communicators. Furthermore, our school leaders are dedicated to continue seeking research-based literacy practices to help improve the literacy needs of our students.

We pledge our commitment by providing the following literacy initiatives throughout the school in order to foster comprehensive literacy instruction:

- Saturday Academy
- McKinney Vento Afterschool Remediation
- Retired Educators Supporting Student Learning and Achievement (RESSLA)
- Close reading and vocabulary activities
- NAVVY
- NWEA MAPP Screen and Benchmark
- Reading Inventory
- Performance Matters
- MYOn
- Read 180
- Thinking Maps
- Study Island

Snelson-Golden Middle School will continue to implement new evidence-based literacy practices to improve the outcomes for the students and families we currently serve.

Sincerely,

A handwritten signature in black ink, appearing to read "Roland Van Horn". The signature is fluid and cursive, with a long horizontal stroke at the end.

Roland Van Horn  
Principal  
Snelson-Golden Middle School



United Way  
of the Coastal Empire

Main Office  
428 Bull Street  
P.O. Box 2946  
Savannah, GA 31402  
phone 912.651.7700  
fax 912.651.7724  
www.uwce.org

Effingham County  
Service Center  
711 Zitterour Road  
Rincon, GA 31326  
phone 912.826.5300  
fax 912.826.2996

Bryan County Office  
10394 Ford Avenue  
P.O. Box 2518  
Richmond Hill, GA 31324  
phone/fax 912.756.5333  
Richmond Hill number)  
phone 912.653.5344  
Pembroke number)

Liberty County Office  
Brantley Building, Suite A  
Martin Luther King Blvd.  
Hinesville, GA 31313  
phone 912.368.4282  
fax 912.368.4285

To Whom It May Concern:

I write this letter in support of the Liberty County School System as they apply for this grant promoting language nutrition, reading readiness, diversity, equity and inclusion in literature available to our local student population, additional training for our educators and the furtherance of their collaborative efforts with Liberty County organizations and agencies.

If the proposal submitted by the Liberty County School System entitled "Project Read" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

The United Way of the Coastal Empire, Liberty Office is committed to continually support the Liberty County School System, its students, educators and parents.

Sincerely,

*Jennifer Darsey*

Jennifer Darsey  
Executive Director  
United Way of the Coastal Empire, Liberty County



ARMED SERVICES YMCA

FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

**YMCA OF COASTAL GEORGIA**

**LIBERTY COUNTY/  
ARMED SERVICES YMCA**

201 Mary Lou Dr  
Hinesville, GA 31313  
912.368.9622

**MICHAEL WHITTEN**

Branch Director

**CORPORATE OFFICE**

912.354.5480

**EFFINGHAM YMCA**

912.826.2199

**GOLDEN ISLES YMCA**

912.265.4100

**HABERSHAM YMCA**

912.354.6223

**ISLANDS YMCA**

912.897.1192

**MCINTOSH COUNTY YMCA**

912.437.9622

**PRYME TYME**

912.351.3622

**RICHMOND HILL YMCA**

912.756.5856

**STATESBORO FAMILY YMCA**

912.225.1962

**TYBEE ISLAND YMCA**

912.786.9622

**WEST CHATHAM YMCA**

912.748.9622

**OUR MISSION:** To put  
Christian principles into  
practice through  
programs that build healthy  
spirit, mind  
and body for all.

January 21, 2020

To whom it may concern:

If the proposal submitted by the Liberty County School System entitled "Project READ" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Michael Whitten  
Branch Director  
Liberty County/ASYMCA  
912.368.9622  
Michael.whitten@ymcaofcoastalga.org



# Application: Liberty Co. Snelson-Golden Middle School

Leah Gumataotao - lgumataotao@liberty.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           | Liberty County               |
| School or Center Name | Snelson-Golden Middle School |
| System ID             | 689                          |
| School ID             | 0195                         |

## 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

47

## Number of Paraprofessionals or Teaching Assistants in School

17



## Principal or Director

|          |  |
|----------|--|
| Name     | Roland Vanhorn   |
| Position | Principal  |
| Email    | <a href="mailto:rvanhorn@liberty.k12.ga.us">rvanhorn@liberty.k12.ga.us</a> |
| Phone    | 912-877-3112   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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

[Liberty Co](#)

Filename: Liberty\_Co.\_Snelson-Golden\_MS\_Lit\_Plan.pdf Size: 427.8 kB

# Application: Liberty Co. B5 Plan (Liberty Head Start)

Leah Gumataotao - lgumataotao@liberty.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           | Liberty County     |
| School or Center Name | Liberty Head Start |
| System ID             | 689                |
| 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

10

## Number of Paraprofessionals or Teaching Assistants in School

10

## Principal or Director

|          |  |
|----------|--|
| Name     | Teddra Jakes   |
| Position | Center Supervisor  |
| Email    | <a href="mailto:tjakes@coastalgacaa.org">tjakes@coastalgacaa.org</a> |
| Phone    | 912-506-1275   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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

## [Liberty Co](#)

Filename: Liberty\_Co\_Liberty\_Head\_Start\_Lit\_Plan\_B5.pdf Size: 120.8 kB

# Application: Liberty Co. Hinesville Childcare B5

Leah Gumataotao - lgumataotao@liberty.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.

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### 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           | Liberty County       |
| School or Center Name | Hinesville Childcare |
| System ID             | 689                  |
| 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

10

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

|          |  |
|----------|--|
| Name     | Jennifer Brinkley  |
| Position | Director   |
| Email    | <a href="mailto:hinesvillechildcare@yahoo.com">hinesvillechildcare@yahoo.com</a> |
| Phone    | 912-876-4785   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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.**

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

[Liberty Co](#)

Filename: Liberty\_Co.\_Hinesville\_Childcare\_Lit\_Plan\_B5.pdf Size: 120.8 kB

# Application: Liberty Co. Bradwell Institute

Leah Gumataotao - lgumataotao@liberty.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           | Liberty County     |
| School or Center Name | Bradwell Institute |
| System ID             | 689                |
| School ID             | 0105               |



## 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

86

## Number of Paraprofessionals or Teaching Assistants in School

20

## Principal or Director

|          |  |
|----------|--|
| Name     | Dr. Zheadric Barbra  |
| Position | Principal  |
| Email    | <a href="mailto:zbarbra@liberty.k12.ga.us">zbarbra@liberty.k12.ga.us</a> |
| Phone    | 912-876-6121   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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.**

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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

[Liberty Co](#)

Filename: Liberty\_Co\_Bradwell\_Institute\_Lit\_Plan.pdf Size: 359.7 kB

# Application: Liberty Co. Button Gwinnett Elementary

Leah Gumataotao - lgumataotao@liberty.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           | Liberty County             |
| School or Center Name | Button Gwinnett Elementary |
| System ID             | 689                        |
| School ID             | 0180                       |

## Non-traditional Grade Configuration

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

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

No

## Level

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

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

Elementary (K-5, Primary, Elementary)

## Number of Certified Teachers in School

42

## Number of Paraprofessionals or Teaching Assistants in School

12

## Principal or Director

|          |  |
|----------|--|
| Name     | Delores Crawford   |
| Position | Principal  |
| Email    | <a href="mailto:dcrawford@liberty.k12.ga.us">dcrawford@liberty.k12.ga.us</a> |
| Phone    | 912-876-0146   |

## L4GA 2019 School Contact

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

|          |  |
|----------|--|
| Name     | Leah Gumataotao  |
| Position | ELA Teaching & Learning Specialist   |
| Email    | <a href="mailto:lgumataotao@liberty.k12.ga.us">lgumataotao@liberty.k12.ga.us</a> |
| Phone    | 912-876-5925   |

## 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

## [Liberty Co](#)

**Filename:** Liberty\_Co\_Button\_Gwinnett\_ES\_Lit\_Plan\_.pdf **Size:** 122.0 kB



630 Taylor Road Hinesville, GA 31313 912-876-0146

## **School Narrative and Literacy Plan**

Button Gwinnett Elementary School is comprised of 31 homeroom classes serving grades K-5. The classes are heterogeneously grouped with an average class size of 19, which is below the state mandated class size requirements. The school staff is made up of 42 full-time certified teachers, one school nurse, one guidance counselor, one media specialist, one academic specialist, one assistant principal and one principal. BGE has one part-time school psychologist and two RESSLA (retired) teachers who provide remedial support in ELA and math. The secretarial staff consists of one data operator, one secretary, one office paraprofessional, and one media specialist and paraprofessional. Six food service workers and three custodians complete the staff.

Button Gwinnett Elementary School, established in 1979, was designed as an open-concept school. The building was recently renovated in 2016 to reflect a more innovative learning environment. Button Gwinnett is a Title I school wide Project located right outside of the Fort Stewart Army Base in Hinesville, Georgia. Fort Stewart is the largest Army installation east of the Mississippi River, covering 280,000 acres.

The Button Gwinnett school zone contains the largest low-income housing project in Liberty County, which is partially responsible for 77.50% of students with F/R lunch status, considered economically disadvantaged. At BGE, 6.8% of students are classified as homeless. The school experiences a high mobility rate of 33.4%, which far exceeds the state average mobility rate of 14%.

At Button Gwinnett, there is a diverse demographic population consisting of 14% Caucasian, 62% African American, 12% Hispanic, and 12% Multiracial. Currently the student population consists of 14% Special Education, .03% 504, .09% Gifted, and 21% EIP students. These numbers reflect a high percentage of students with exceptional needs and a low percentage of students receiving gifted and talented services. The school currently has a 4 out of 5 star school climate rating.

Button Gwinnett is one of the seven elementary schools in the district and houses 574 students ranging from grades kindergarten through fifth grade. We also house one MOID (Moderately Intellectually Disabled) classroom. Within this program, students are mainstreamed in regular classes based on their individual goals and objectives.

Button Gwinnett’s Leadership Team meets monthly to discuss current school initiatives, concerns, analyze data, and make school level decisions. The team consists of:

**Button Gwinnett Leadership Team**

| <b>Name</b>                    | <b>Role</b>               |
|--------------------------------|---------------------------|
| Delores Crawford               | Principal                 |
| Brenda Clark                   | Assistant Principal       |
| Amber Durrence                 | Academic Specialist       |
| Frednell Walthour              | Guidance Counselor        |
| Tory Baker                     | Media Specialist          |
| Paulette Leasure & Jeni Lee    | Kindergarten Grade Chairs |
| Mercedes Colon-Renta           | First Grade Chair         |
| Rebecque deFontes              | Second Grade Chair        |
| Lisa Wright                    | Third Grade Chair         |
| Kim Folker                     | Fourth Grade Chair        |
| Hester Platt                   | Fifth Grade Chair         |
| Pam Spivey                     | Special Education Chair   |
| Angie Bullard                  | Special Areas Chair       |
| Jennifer Maschino              | Paraprofessional          |
| Tacorra Crump                  | Parent                    |
| Diane Claxton & Shirley Walker | RESSLA Teachers           |



## Plan to Involve the Community

**Action: Enlist the community to support Button Gwinnett Elementary School teachers and staff in the development of students that are college and career ready based on the Georgia Standards of Excellence. This will improve overall literacy outcomes for society.**

### Planning:

- Partner with organizations and community members to support literacy initiatives and provide mentoring for identified at-risk students.
- Set up and maintain “Little Free Libraries”; these are small, functional libraries throughout the community providing books and other literature to encourage reading.
- Place literacy items in bags to send home with students as part of the United Way *Back Pack Buddy* Program.

### Implementing:

- Invite community organizations to literacy events and planning meetings to share the school’s literacy awareness initiatives and the importance of literacy in the life of a child.
- Request businesses to display posters and brochures with literacy statistics to create a sense of urgency and bring an awareness to the community of the importance of early literacy.
- Plan and organize literacy-focused family engagement events and activities at school and in housing areas for Button Gwinnett.
- Partner with Liberty College and Career Academy to help students design and build “Free Little Libraries” to place in neighborhoods around the community and in local businesses.
- Partner with the local United Way to supplement *Back Pack Buddy* meals with literacy items that can be used in the home environment to improve literacy and reading skills.

### Expanding:

- Collaborate with housing areas and local organizations to plan on-going literacy events in the community.
- Host Creative Writing, Literacy, and STEAM (Science, Technology, Engineering, Arts, and Math) camps during the summer to sharpen literacy skills and problem-solving strategies.
- Monitor student achievement data to determine growth in literacy and develop plans for students to monitor their progress and teach goal-setting for continuous improvement.

### Sustaining:

- Recruit and retain effective teachers who show continuous growth in academic achievement.
- Establish an on-going training program for members of the community interested in becoming mentors for at-risk students.
- Monitor student achievement data to ensure instructional strategies in place are producing positive results.

## Plan to Support Evidence-Based Literacy

**Action: Create a sense of urgency to learn and support evidence-based literacy instruction in all content areas. BGE will target the lowest performing students in reading with the implementation of evidence-based reading and phonics materials that will positively impact literacy and student achievement.**

### **Planning: The administrators will:**

- Integrate times into the daily schedule for all to read such as students using “Reading Bears” or Drop Everything And Read (DEAR).
- Become knowledgeable of effective research-based strategies, programs, and resources for literacy instruction to increase student achievement.
- Ensure that all staff participate in professional learning opportunities that support literacy instruction.
- Develop a flexible schedule that allows teachers to target areas in reading where students are deficient by integrating reading and writing across the curriculum.
- Provide teachers with a daily collaborative planning time for 45 minutes with an additional uninterrupted block of 90 minutes built-in to the schedule for professional learning communities on Wednesdays.
- Schedule teachers to observe teacher leaders delivering effective reading instruction in the building and in the district.

### **Implementing: The administrators will:**

- Attend professional learning in the L4GA project to support teachers and the fidelity of practices.
- Provide and attend professional learning based on teacher and student needs as reflected in data collected from TKES (Teacher Keys Effective System), and L4GA mandated assessments.
- Perform literacy walkthroughs using a research-based Literacy Instruction Observation Checklist to monitor the implementation of literacy strategies and student learning in order to promote a consistent use of effective instructional practices.
- Provide teacher support at the school level on all L4GA professional development, programs, and initiatives to maintain fidelity of practice.

### **Expanding: The administrators will:**

- Plan for the Teaching and Learning Specialist, Teacher Leaders, and Academic Specialist to support literacy growth by providing professional learning opportunities, walkthrough feedback, modeling, and work sessions to collaboratively analyze student work to further support research-based literacy instruction.
- Consistently analyze data collected using a research-based Literacy Observation Checklist to gauge the frequency of effective literacy instruction components as well as the frequency of appropriate instructional strategies being used.

### **Sustaining: The administrators will:**

- Provide professional learning opportunities to staff on evidence-based practices to increase literacy rate and verify sustainability of implementation through:
  - In-school professional learning,

- Grade level PLCs (providing and leading),
- Collaborative planning times,
- Informal walkthroughs, TKES feedback, and
- Formative data analysis.

### Literacy Leadership Team

**Action: Literacy Leadership Team will create a school-wide literacy plan that is evidence-based and directly aligned to the Comprehensive Needs Assessment and School Improvement Plan.**

**Planning:**

- Identify literacy team members to include the following stakeholders: a teacher from each grade level, academic specialist, media specialist, counselor, support staff, parent representative, community representative and higher education representation.
- Develop a shared school and community literacy vision that aligns with the four Get Georgia Reading pillars through collaboration of staff, the literacy team, and the School Governance Team.

**Implementing: The literacy team led by administration will:**

- Review L4GA mandated assessments to identify students requiring intervention and continued support.
- Provide extra intervention and support to lowest performing students.
- Implement an evidence-based phonics program.
- Plan for on-going data collection and analysis to inform program development and improvement.
- Inform all stakeholders of the school literacy plan, goals, and steps necessary in helping students academically.
- Utilize technology and social media to maintain communication with all stakeholders as to share literacy goals and data.

**Expanding:**

- Revise School Improvement Plan goals, objectives, and actions according to student achievement results.
- Use student achievement data to meet individual teacher needs through follow-up assistance, observations, walkthroughs, feedback, and professional learning as needed.
- Assign mentors to identified teachers to support, model, and plan for teaching and learning to increase Lexile scores and maximize literacy instruction.
- Share student growth with parents through social media, school website, open houses, parent-teacher conferences, parent engagement events, etc.
- Conduct peer observations and analyze lessons to improve teaching and learning.

**Sustaining:**

- Continue to analyze formative and summative assessment data and amend literacy goals based on Georgia Standards of Excellence.
- Identify priorities and allocate needed resources to sustain them over time.
- Schedule quarterly meetings to analyze data and share with stakeholders and feeder schools.

- Perform walkthrough observations to ensure consistency and implementation of evidence-based practices.
- Analyze multiple forms of student, school, and teacher data to ensure effective instructional strategies.

# **SNELSON-GOLDEN MIDDLE SCHOOL**

## **SCHOOL WIDE LITERACY ACTION PLAN**



### **School History**

Snelson-Golden Middle School (SGMS) is a Title I school wide project and serves students in grades 6 – 8. These students come from 6 out of 7 low income housing neighborhoods in Liberty County; 78.2% of students are on free or reduced lunch status. The school mobility rate is 27%, which is close to double that of the state mobility rate of 14%. SGMS school climate score is 4 out of 5 stars. The percent of students classified as exceptional learners is 14%.

Based on CCRPI data, African American students, economically disadvantaged students, and students with disabilities have the greatest learning gaps found in English Language Arts (ELA). The SGMS literacy team has developed a school wide literacy plan following the CCRPI data.

These participants assisted by reviewing assessment data and survey results that were administered all stakeholders. The stakeholders concluded that in order to achieve Smart Goals at Snelson-Golden Middle School, teachers must plan and deliver differentiated standards-based lessons, implement and assess skills using rubrics, and share work samples in grade level department meetings. These instructional practices ensure inter-rated reliability and that the standards are set high for all students to achieve.

The SGMS mission is to foster students' ability for life-long learning through academic and social growth in a committed, collaborative culture. Snelson-Golden's College and Career Ready Performance Index (CCRPI) scores in literacy, for the past two years, have shown a decrease. Currently, the Governor's Office of Student Achievement shows the school report card score is at 67.4, which is classified as a D.

## School Demographics

- AMERICAN INDIAN / ALASKAN NATIVE 0.1%
- ASIAN / PACIFIC ISLANDER 2.4%
- AFRICAN AMERICAN 60.7%
- HISPANIC 11.3%
- MULTI-RACIAL 9.6%
- CAUCASIAN 15.7%
- ECONOMICALLY DISADVANTAGED 78.2%
- ENGLISH LEARNERS 0.4%
- STUDENTS WITH DISABILITY 14.6%

### College & Career Ready Performance Index (CCRPI)

| INDICATORS      | 2019 CCRPI | 2018 CCRPI |
|-----------------|------------|------------|
| Content Mastery | 51.2       | 48.8       |
| Literacy        | 52.81      | 53.80      |
| CCRPI Score     | 67.4       | 68.6       |

### Administrative and Teacher Leadership Team

| Team Member                    | Position                       |
|--------------------------------|--------------------------------|
| Mr. Roland VanHorn             | Principal                      |
| Mrs. Mary Ryan                 | Assistant Principal            |
| Dr. Dametrius Byno             | Assistant Principal            |
| Mrs. Avistine Cook             | Academic Specialist            |
| Ms. Kendra Chapman             | Intervention Specialist        |
| Ms. Latricia Cobb              | Media Specialist               |
| Tony Jackson<br>Odessa Alexis  | School Governance Team Members |
| Dr. Cheri Boyd<br>Loren Snyder | School Counselors              |

|  |                                   |
|--|-----------------------------------|
| Karen Graves<br>Darlene Leverett<br>Dwayne Griffin                                       | Grade-Level Chairpersons          |
| <b>Team Member</b>   | <b>Position</b>                   |
| Wanda Stokes<br>Stephanie Howard<br>Dwayne Griffin<br>Sheryl Kirby<br>Stephanie Christie | Department Chairpersons           |
| Theresa Walthour<br>Wanda Bush   | Remedial Math/Reading Specialists |

**Community Assets**

SGMS is fortunate to be located in a community that values the schools and school system. The Snelson-Golden partners with several LEA community partners and organizations to support teachers and students with resources and time. The school receives support from civic organizations; a Partner in Education, Coca Cola Bottling Company; and local faith-based organizations.

In 2019, SGMS was one of six schools in Georgia to be recognized as a **Military Flagship School**. This award recognizes schools going above and beyond to provide a supportive environment for military students and families.

The school was adopted by **Chi Pi Zeta**, a graduate sorority chapter. These ladies volunteer and donate time and resources to the school. A mentor group called PEARLS (Positive Educated Achieving and Radiant Ladies) is a group of adults who mentor girls in grades 6-8 acting as advocates for students.

**United Way** supplies an emergency pantry for students and families; also providing weekend meals to students from food insecure homes through the *Back Pack Buddy* program.

**Local grocers**, Walmart and Food Lion, often donate snacks and materials for GMAS parent nights and holiday food baskets for families in our community.

**Past Instructional Initiatives**

In the effort to improve the school’s declining scores, Snelson-Golden has implemented a variety of initiatives, used a variety of materials, and scheduled a variety of trainings. The fact that scores continue to decline highlights the need for the evidence-based systems, materials, and training made possible by **Project READ** and the L4GA initiative.

| <b><u>Past Instructional Initiatives</u></b> |  |
|--|--|
| <b>Trainings</b>                             | Thinking Maps                                  |
|  | The Standards-based Classroom                  |
|  | Write to Win                                   |
| <b>Initiatives</b>                           | Accelerated Reader Program (Renaissance Place) |
|  | Local Summer Reading Programs                  |
|  | Achieve 3000                                   |
| <b>Materials</b>                             | USA Test Prep (6-8 ELA)                        |
|  | Coach Workbooks                                |

**Current Instructional Initiatives**

It is the SGMS goal to create a learning environment that nurtures a norm of continuous improvement. The school currently uses the following materials and initiatives in order to turn around our declining scores. Resources and materials are reviewed and selected by either by district personnel or site based administrators and the school leadership team. Student



interventions are based on current data from MAP, GMAS, formative assessments and NAVVY benchmarks. Students are served through remediation support services for literacy intervention with RESSLA teachers targeting specific skills or the site based intervention specialist. The school also uses the READ 180 and System 44 programs for students throughout the year for intense support.

| <b><u>Current Instructional Initiatives</u></b> |   |
|---|---|
| <b>STUDENT SUPPORT</b>                          |   |
| <i>PBIS</i>                                     | Positive Behavioral Interventions and Supports is a school wide disciplinary framework.   |
| <i>RtI/SST</i>                                  | Response to Intervention is a student academic and behavioral support pyramid to provide early interventions to students exhibiting learning and/or behavior needs. |
| <i>RESSLA</i>                                   | Retired Educators supporting students needing remediation in ELA and/or Math.   |
| <i>Intervention Specialist</i>                  | Site based intervention specialist to support identified students for ELA and Math targeted support.  |
| <b>STAFF TRAINING</b>                           |   |
| <i>Differentiation</i>                          | Training on differentiation has been provided, but continues to be an instructional need.   |
| <b>INSTRUCTIONAL MATERIALS</b>                  |   |
| <i>myPerspectives<br/>ELA Pearson</i>           | The currently adopted, research-based reading series.   |
| <i>Canvas</i>                                   | Canvas is the district Learning Management System. This platform allows the teacher to create lessons delivered digitally.  |
| <i>READ 180 &amp;<br/>System 44</i>             | Reading & phonics intervention programs that address individual student needs.  |
| <i>myOn</i>                                     | This is an online student digital library.  |
| <i>Study Island</i>                             | This program allows teachers to create digital test prep materials and assign them to students.   |

| <b><u>Current Instructional Initiatives</u></b> |  |
|---|--|
| <i>Exact Path</i>                               | Based upon a student’s individual NWEA MAP score, the program assigns the student to a specific pathway on Study Island in order for the student to receive extra practice.  |
| <i>Studies Weekly</i>                           | These are weekly science and social studies (non-fiction) digital magazines.   |
| <i>Moby Max</i>                                 | This is a web-based program intended to assist remedial students with ELA and math.  |
| <b>IMPROVEMENT INITIATIVES</b>                  |  |
| <i>Lunch and Learn</i>                          | This is a motivational initiative that creates a relaxed environment for students and teachers to enjoy reading together. Other Lunch and Learns involve professional development or teacher collaboration /share time on a particular topic of identified need. |
| <i>Focus Walks/Peer Observations</i>            | These allow observers to “take the pulse” of instructional practice throughout the building.   |
| <b>ASSESSMENTS</b>                              |  |
| <i>NAVY</i>                                     | NAVY is a flexible, diagnostic assessment system for ELA and Math.   |
| <i>NWEA MAP Screener and Benchmark</i>          | The county’s Universal Screener for ELA, Math, and Science.  |
| <i>Unify</i>                                    | This platform allows teachers to create formative assessments or district benchmarks.  |

**Individual School Professional Learning Needs**

Teachers at SGMS participate in weekly Professional Learning Communities (PLCs). The following professional learning needs have been identified by Snelson-Golden’s Literacy team. The identified needs were determined from data based on student GMAS scores, DIBELS, NWEA MAP, and Lexiles. Offering targeted professional learning in the areas of reading and literacy will help students improve performance in all content areas. It is important to the school that training includes follow-up and support as teachers begin to implement newly learned

reading skills and strategies to support student engagement. SGMS identified the following instructional needs:

- Understanding the Five Dimensions of Reading
- Reading in the Content Areas (to include but no limited to: comprehension, vocabulary acquisition, performing close reads, and supporting struggling readers)
- Strategies to increase Lexile scores
- Creating lessons that foster student engagement

### **SGMS Literacy Goals**

**Goal 1:** To establish, and introduce a school wide emphasis on the Literacy Standards in all appropriate instructional classes.

**Goal 2:** To focus on reading, writing, speaking, vocabulary development, citing textual evidence, and critical thinking as fundamental characteristics to all content-area instruction.

**Goal 3:** To accelerate the progress of struggling student readers to grade level performance or greater through standards based instruction and intensive interventions.

**Goal 4:** To increase data-driven decision-making to identify needs and improve students' literacy skills.

**Goal 5:** To increase parent and community partnerships and support for literacy.

### **Need for L4GA Grant**

Looking at the school goals, Snelson-Golden can see that the L4GA initiative, **Project READ**, is in perfect alignment with the school needs. The ability to further address school goals will correlate to improved student achievement. The grant funds will provide SGMS with the opportunity to support teachers with needed professional learning for all components of literacy: reading, writing, vocabulary, and comprehension. Focused and rigorous lesson plans will engage students in meaningful instruction. Administrators and the site-based Academic Specialist will

attend professional learning in the L4GA project to better support teachers in literacy look-fors, instructional strategies, and plan for stakeholder support.

The assistance provided in making data-driven decisions about our student progress will help target strengths, weaknesses, and root causes. The instructional support and follow-up built in to the professional learning process will give teachers the confidence they need to navigate necessary changes. District and school level support will both provide staff the necessary factors ensuring learned practices are completed with fidelity.

Parent engagement is always a need; we believe that with the support of **Project READ** it will be possible for the school to create engaging and informative ways to involve parents in their children's school experience.

The L4GA project would provide SGMS and the feeder schools funds to increase literacy throughout the community. The following charts outlines the actions and strategies for Snelson-Golden Middle School in the **Project READ** grant. The action plan outlines the steps to support evidence based literacy, furthering a partnership with the LEA community and sustaining the school literacy team to meet SGMS's literacy goals.

### **Plan to Support Evidence Based Literacy**

**Action Step: Create a sense of urgency to learn and support evidence-based literacy instruction in all content areas. Snelson-Golden will target the lowest performing students in ELA / literacy based courses with the implementation of evidence-based materials and strategies that will positively impact literacy and student achievement.**

**Planning: Administrators will...**

- Provide and lead PLC discussions & data analysis to target low performing students in ELA and plan for student support.
- Plan & promote school wide professional development to promote cross-curricular literacy that will improve literacy levels of all students.
- Provide teachers time to observe model teachers.
- Provide teachers with specific day each week of uninterrupted time for professional learning communities.
- Plan for student literacy remediation (Extended Learning Time) into the daily schedule.

**Implementing:**

- Administrators will communicate the expectation that all students will succeed academically using common literacy vocabulary across the curriculum.
- Administrators and staff will attend and implement all professional learning designed for the L4GA project as well as topics specific to SGMS: (*topics may change or be added to as data drives teacher learning*).
  - *Understanding the Five Dimensions of Reading*
  - *Reading in the Content Areas (Vocabulary Acquisition, Comprehension, Close Reads)*
  - *Supports For Struggling Readers*
  - *Creating Lessons for Fostering Student Engagement*
- Administrators and teachers will take part of school PLCs to collaborate, share practices learned and how these are impacting student learning, conduct instructional planning, and using data for next steps.
- Administrators will conduct literacy walkthroughs to check for implementation of learned practices and use of resources.

**Expanding: The administrators will:**

- Guide the ELA department with the purchases of readily available cross-content vocabulary resources.
- Support the expansion of media center collection.
- Support the expansion of classroom novel sets for close reads, independent student reading, and teaching literacy skills through text.
- Teachers and administrators will use data from L4GA assessments to determine impact of student learning and next steps necessary for student success.
- Plan for Teaching and Learning Specialists and Academic Specialist to support literacy growth by providing professional learning opportunities, walkthrough feedback, modeling, and PLCs to collaboratively analyze student work to further support research-based literacy instruction.

**Sustaining: The administrators will:**

- Administrators and department chairs will conduct ELA Focus Walks to check for implementation of practices.
- Provide professional learning opportunities to staff on evidence-based practices to increase literacy rate and verify sustainability of implementation through:
  - Grade level PLCs (providing and leading),
  - Collaborative planning times,
  - Informal walkthroughs, TKES feedback, and
  - Formative data analysis.

## Partnering with the LEA Community

**Action: Enlist the community to support Snelson staff in the development of students that are college and career ready based on the Georgia Standards of Excellence. This will improve overall literacy outcomes for society.**

### Planning:

- Partner with organizations and community members to support literacy initiatives and provide mentoring for identified at-risk students.
- Set up and maintain “Free Libraries”; these are small, functional libraries throughout the community providing books and other literature to encourage reading.
- Place literacy items in bags to send home with students as part of the United Way *Back Pack Buddy* Program.

### Implementing:

- Plan and organize literacy-focused family engagement events and activities at school, sporting events, and in housing areas for Snelson Golden.
- Display posters of teachers & community members reading books for all ages to promote the importance of literacy.
- Partner with the local United Way to supplement *Back Pack Buddy* meals with literacy items that can be used in the home environment to improve literacy and reading skills.

### Expanding:

- Collaborate with housing areas and local organizations to plan on-going literacy events in the community.
- Host Creative Writing, Literacy, and STEAM (Science, Technology, Engineering, Arts, and Math) camps during the summer to sharpen literacy skills and problem-solving strategies.
- Extend Summer School for upcoming middle school students struggling in areas of specific ELA standards to give them a boost prior to starting the next grade level.
- Monitor student achievement data to determine growth in literacy and develop plans for students to monitor their progress and teach goal-setting for continuous improvement.

### Sustaining:

- Recruit and retain effective teachers who show continuous growth in academic achievement.
- Establish an on-going training program for members of the community interested in becoming mentors for at-risk students.
- Monitor student achievement data to ensure instructional strategies in place are producing positive results.

## Literacy Leadership Team

**Action: Literacy Leadership Team will create a school-wide literacy plan that is evidence-based and directly aligned to the Comprehensive Needs Assessment and School Improvement Plan.**

### **Planning:**

- Develop a shared school and community literacy vision that aligns with the four Get Georgia Reading pillars through collaboration of staff, the literacy team, and the School Governance Team.

### **Implementing: The literacy team led by administration will:**

- Review L4GA mandated assessments to identify students requiring intervention and continued support.
- Provide extra intervention and support to lowest performing students.
- Plan for on-going data collection and analysis to inform program development and improvement.
- Inform all stakeholders of the school literacy plan, goals, and steps necessary in helping students academically.
- Utilize technology and social media to maintain communication with all stakeholders to share literacy goals and data.

### **Expanding:**

- Revise School Improvement Plan goals, objectives, and actions according to student achievement results.
- Use student achievement data to meet individual teacher needs through follow-up assistance, observations, walkthroughs, feedback, and professional learning as needed.
- Assign mentors to identified teachers to support, model, and plan for teaching and learning to increase Lexile scores and maximize literacy instruction.
- Share student growth with parents through social media, school website, open houses, parent engagement events, etc.
- Conduct peer observations and analyze lessons to improve teaching and learning.

### **Sustaining:**

- Continue to analyze formative and summative assessment data and amend literacy goals based on Georgia Standards of Excellence.
- Identify priorities and allocate needed resources to sustain them over time.
- Schedule quarterly meetings to analyze data and share with stakeholders and feeder schools.
- Perform walkthrough observations to ensure consistency and implementation of evidence-based practices.
- Analyze multiple forms of student, school, and teacher data to ensure effective instructional strategies.

## **Liberty County L4GA, Liberty County Birth to Age Three**

The Liberty County Pre-K Center partners with the Liberty County Head Start program and the Hinesville Childcare Learning Center.

**Head Start** is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. The Head Start program provides a learning environment that supports children's growth in many areas such as language, literacy, and social and emotional development.

Head Start emphasizes the role of parents as their child's first and most important teacher. These programs help build relationships with families that support family well-being and many other important areas. The Liberty County Head Start program currently has a total of 151 students.

Liberty County has an Early Head Start program. It has a maximum capacity of 40 children and currently has 32 students enrolled. This childcare center helps with children in the age ranges of infant (0 -12 months), toddler (13 months - 2 years), and preschool (3 years - 4 years). The center provides special needs care and focuses on developmentally appropriate, play-based experiences for children. The adult-student ratio is 1:4.

**Hinesville Childcare Learning Center** is in one of the low-income neighborhoods that feed students to Liberty County Pre-K and Button Gwinnett Elementary School. It serves children from birth to age five. The enrollment for children B-3 is 96 and the Pre-K enrollment is 32 out of a maximum of 44. This center has been a part of the Georgia Lottery Funded Pre-K program for 20 years. The program is designed to nurture children to become self-confident and creative.

**Staff, students, and parents from these centers will be included in all appropriate initiatives:**

- Staff will be invited to join in professional training targeted toward work with children B-5.
- Staff and families will be included in the Liberty County Pre-K workshops and family literacy nights, offered the chance to spend time with visiting authors, and be invited to participate in the Summer Reading Challenges.



- Parents will be invited to visit the district Pre-K’s PLAN TO SUCCEED Centers.
- Liberty County Pre-K will assist other centers and programs in building print-rich classrooms by providing books and print materials for children from birth – age 5.
- Parents of students enrolled at these centers will be included in literacy and parenting sessions:
  - *From Tots to Toddlers to Teens*
  - *Literacy 101: Parenting Workshops*
- Families and staff will be invited to take advantage of:
  - Book Mobile and Rolling Resource Bus
  - Book’n’Cook Neighborhood Grilling Events
  - Drive-Thru Dinners
- Classrooms will be given “Read to This Bear” materials and teddy bears.

### **Liberty County Pre-K (LCPK) School Based Plan**

#### **School Information**

- LCPK is part of the Liberty County School System. It is a centralized facility serving Pre-K students throughout the county. The Liberty County School System offers bus transportation to all Pre-K students.
- The facility is part of the Georgia Pre-K program. It is governed by the Liberty County School System and operates under guidelines set forth by the Georgia Department of Early Care and Learning (DECAL). Students are enrolled on a first come, first served basis.
- The building is comprised of 21 Georgia Pre-K classes, each with 22 students. Each class is taught by a Georgia certified teacher with support from a paraprofessional.
- In addition, the school has 3 self-contained special education classes with varying numbers of students. A separate special education teacher serves students in a resource setting.
- Total enrollment is 490 students with a diverse population comprised of 52% African American, 22% Caucasian, 13% Hispanic/Latino, 11% Mixed Race, 2% other
- Approximately 70% of students receive free/reduced lunch.

- Liberty County is a very transient community with students leaving and entering throughout the school year. Much of the transience can be attributed to military students and families.
- The Pre-K program commits to and encourages communication and involvement with all families. The center hosts monthly workshops for parents and students. Teachers are required to have a minimum of two parent-teacher conferences each year. Teachers communicate with parents through monthly newsletters. Parents are also offered opportunities to volunteer.
- The program has a media center staffed by a paraprofessional. Each class visits the media center weekly for 45 minutes. The paraprofessional facilitates students in whole and small group activities. Students may select a book to borrow and take home for the week. Students return the books upon their next visit to the library.
- Liberty County Pre-K values literacy for young students. Students are provided quality literacy instruction in the classrooms. Each class has five i-Pads which students work through various apps loaded by teachers. LCPK has two book fairs during the year to promote reading and literacy. Community members and Liberty County Central Office staff often come and read to our classes.

### **Administrative and Leadership Team**

- The positions of Director, Assistant Director, and Academic Specialist comprise the administrative team. This core group is charged with carrying out duties and job-related tasks as prescribed by the Liberty County School system, as well as DECAL. Some examples are listed below:
  - Schedules required professional learning and training for teachers and paraprofessionals.
  - Coordinates and schedules community readers and parent workshops.
  - For planning and collaboration purposes teachers are divided into groups or pods of 4. A veteran teacher serves in the capacity of pod leader during these professional learning community (PLC) meetings.
  - Administrative team and lead teachers meet monthly, at a minimum to discuss ideas, concerns, information, etc.

### **Current Practices that Teach or Promote Literacy**

- Use of High Scope Curriculum
- Numerous and various classroom activities, strategies, and techniques to establish a literary cornerstone for young learners
- Weekly visits to the media center and book borrowing options for students
- Community readers at various times of the year, including Georgia Pre-K Week and Read across Liberty
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- Partnership between LCPK students and students from local high schools enrolled in the ECE pathway
- Collaboration with Kindergarten teachers to ensure student preparedness as they enter Kindergarten

### **Need for Project READ**

The LCPK Program is the first experience for the Liberty County School System' youngest learners. It is essential that students are provided with a quality experience as they embark on their educational journey. While the program provides many activities to teach and promote literacy, initiatives can be enhanced and pushed forward. LCPK wants to provide opportunities for students to improve fluency, comprehension, and vocabulary. Because the vast majority of students entering our program cannot not read and lack formal literary instruction, the entire student body would benefit from Project Read.

**Effective Teachers:** The Pre-K Center believes that quality education at the youngest of ages is of the utmost importance. This sets the foundation for future years. As such, it is vitally important to employ quality, effective teachers. The LCPK teachers are paid using a modified pay scale whereby pay is capped at 6 years of experience; this results in a Pre-K faculty made up

of newly certified teachers. Few teachers remain within the Pre-K center beyond their six years of experience.

The majority of the staff is transient and has a great need for continual professional development opportunities. The professional learning made available through **Project READ** would serve a dual purpose: first, it would offer much needed training on effective instructional strategies, and second, offer teachers the opportunity to have job-embedded training on classroom management. In addition to these continuing education experiences, the staff would be given the opportunity to attend valuable, developmentally appropriate training at off-campus conferences. Pre-K staff would be supported at the district level and at the administration level within the center. Professional Learning Communities (PLCs) held at the Pre-K will give teachers and administrators opportunities for literacy learning experiences, looking at data to support student growth, and how to extend the support literacy beyond our doors. The administrative team, consisting of the director, assistant director, and academic specialist will support the implementation of all learned literacy practices.

**Media Center:** The media center is staffed by a paraprofessional who has little formal training in teaching or improving literacy for students. The L4GA **Project READ** will grant provide additional training and support for the paraprofessional serving in the media center. This could be achieved by selecting a media specialist mentor at the elementary level. A substitute could be funded to allow the media para to have uninterrupted guidance during the workday. Additionally, local professional development, attendance at conferences, and on-site support will empower the media paraprofessional with a stronger sense of knowledge and confidence about the work involving literacy.

In addition, the Pre-K media center is in need of updated titles and additional resources. Some books in the collection are worn due to repeated circulation over the last several years. The LCPK would like to purchase replacement and supplemental books and resources.

**Classroom Needs:** Teachers have provided a number of ideas about various classroom materials that could be used to teach reading and improve literacy. The suggested items could include

hands-on materials for student use. Teachers also indicated a need for supplemental technology programs, and literacy games for classroom use as well as the possibility of a Literacy Lending Library and Resource Room accessible to parents. The aforementioned technological needs would be yet another means to enhance student achievement.

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## School Description

Liberty County is located in Coastal Georgia, and the home of Fort Stewart, the largest military installation east of the Mississippi River. Bradwell Institute (BI), a Title I school wide project and is the larger of two high schools within the Liberty County School System.

Bradwell serves approximately 1,777 students with over 62% of the student population classified as Economically Disadvantaged (ED). The student body is comprised of

- 55% African-American,
- 19% Caucasian,
- 14% Hispanic,
- 8% Multi-racial, and
- 2% Asian.

Currently, there are 199 students who have an Individualized Education Plan (IEP); 57 students who are provided services with a 504-plan; 24 students who are active participants in the Student Support Team (SST) at a level of either Tier II or Tier III. Additionally, there are 22 students who are receiving English Language Learner services (ELL). The school climate rating is 84%, and the school's Positive Behavioral Interventions and Supports (PBIS) rating is Emerging.

## Feeder Schools

Bradwell Institute students feed-in from all three middle schools within the district: Snelson-Golden, Lewis Frasier, and Midway Middle. The majority of Bradwell students who are identified academically at-risk originate from Snelson-Golden within the **Project READ** feeder system. The 2019 GaDOE CCRPI report indicates that the students feeding into Bradwell Institute from Snelson-Golden are significantly lower than their peers from the other two middle schools. The SGMS Literacy score for 2019 dropped to 52.81, while the Lewis Frasier MS score is 61.95 and the Midway MS score is 65.80.

### **5-year Cohort**

In an effort to reduce the five-year cohort, BI provides Credit Recovery and Credit Repair for students who are in need of additional instructional support and remediation of graduation required content in a smaller classroom setting. Currently, 21 students are enrolled in this program.

Additionally, BI offers a Saturday Academy staffed with educators who are certified in all content areas. The Saturday Academy provides approximately 170 students of all ability levels with individualized instruction, small-group remediation, or enrichment opportunities.

Initiatives through the state of Georgia such as the Technical College System of Georgia (TCSG), and the GA Educational Alliance are partnerships BI currently maintains in an effort to provide literacy supports and opportunities.

### **School Leadership**

Bradwell Institute leadership team strives to make data-driven decisions in the best interest of all students and staff. The leadership team is designed to represent the staff as a whole comprised of administrators, counselors, and department heads. The leadership team meets monthly to review and discuss school-wide data, best practices, Positive Behavior Intervention Supports (PBIS), parent involvement, and other concerns from each member's specialized area of instruction.

The following staff are members of the school leadership team:

### Bradwell Leadership Team

| Name             | Position/Role                               |
|------------------|---|
| Zheadric Barbra  | Interim Principal                           |
| Torri Jackson    | Assistant Principal                         |
| Anthony Johnson  | Assistant Principal                         |
| Darrell Mosley   | Assistant Principal                         |
| Sean Mulvanity   | Assistant Principal                         |
| Kathy Shutts     | Academic Specialist                         |
| Amber Crews      | School Counselor                            |
| Angie Russell    | School Counselor                            |
| Krista Stewart   | School Counselor                            |
| Whitney Zwitzer  | School Counselor                            |
| Sherae Howell    | Media Specialist                            |
| Lisa Oliver      | English Department Head                     |
| Tim Currie       | Math Department Head                        |
| Sheryl Eastlake  | Science Department Head                     |
| Rebecca Standard | Social Studies Department Head              |
| Brooke Reyna     | Fine Arts/Foreign Language Department Head  |
| Tonya Beverly    | CTAE Department Head                        |
| Rhett Hellgren   | Health & Physical Education Department Head |
| Vicki Smith      | Special Education Department Head           |

### Community Assets

Bradwell Institute is located within walking distance to Fort Stewart's main gate, the Ft. Stewart Education Center, Georgia Southern's Liberty Campus, Live Oak Public library, and downtown

Hinesville. Students at BI have an opportunity to participate in dual enrollment through Liberty County College and Career Academy (LCCA), Georgia Southern University, and Savannah Technical College. Students are able to earn college credit and career-ready certifications while still in high school. BI partners with local media outlets, such as the *Coastal Courier* and *E93 JAMZ* radio in order to celebrate academic achievement and positive behavior initiatives among students.

School and community partnerships are a shared responsibility and a reciprocal process in which BI and other community agencies engage families in a meaningful and culturally appropriate way. In addition, families take a vested interest to actively support their child’s development and learning. Bradwell is planning to add a community literacy component to the partnerships in the near future.

**Bradwell Institute Community Partners**

| <b>Organization</b>     | <b>Contact</b>    | <b>Contact Phone Number</b> | <b>Role of Partnership</b> |
|-------------------------|-------------------|-----------------------------|----------------------------|
| Chick-Fil-A             | Nick Westbrook    | (912) 877-6631              | Leadership Institute       |
| Dawn’s Daughters        | Dawn Baker        | (912) 232-6248              | Mentorship opportunity     |
| Hinesville City Hall    | Christina DeLoach | (912) 876-3564              | Leadership opportunity     |
| Keep Liberty Beautiful  | Karen Bell        | (912) 880-4888              | Community service          |
| Kiwanis Club            | Michelle Walls    | (912) 368-4282              | Educational assistance     |
| Live Oak Public Library | David Singleton   | (912) 368-4003              | Mentorship opportunity     |
| Manna House             | Katrina Deason    | (912) 492-0771              | Community service          |
| The Rotary Club         | Jack Standard     | (912) 977-2587              | Community service          |

|            |                 |                |  |
|------------|-----------------|----------------|--|
| United Way | Jennifer Darsey | (912) 977-4864 | Assist families experiencing food insecurities |
| 4-H        | Gypsy Lewis     | (912) 876-2133 | Youth development                              |

**P-20 Collaborations**

Students at Bradwell Institute that are participants in the Early Childhood Education (ECE) pathway collaborate with the Liberty County Pre-K Center, elementary schools, and local daycares to provide classroom assistance and enrichment as well as promote the field of education experiences among the high school students enrolled in the program.

The area P-20 Collaborative allows the school to establish and maintain partnerships that focus on continuous school improvement and student learning through the preparation of candidates and the professional development of P-20 educators. Benefits to teachers, leaders and students include professional learning about regionally defined opportunities and challenges, building the teacher and leader pipelines, and evaluation systems for pre-service teachers, in-service teachers, and leaders.

**Previous Initiatives**

Previous initiatives that have been utilized at Bradwell Institute are as follows:

- Quality Core Curriculum
- Common Core Vertical Alignment Initiative
- Thinking Maps
- Capturing Kids Hearts
- Read Theory/Read Works
- 7-period Traditional Schedule
- Formative Instructional Practices (FIP) Framework
- RESSLA: Retired Educators Supporting Student Learning & Achievement



## **Current Initiatives**

Bradwell Institute offers a plethora of instructional initiatives to support student learning:

- Georgia Performance Standards/Georgia Standards of Excellence
- Read 180/System 44 - programming for students who have a below grade level Lexile score
- Moby Max - an online remediation program
- NewsELA - online non-fiction articles leveled by Lexile
- CommonLit- online fiction and non-fiction articles leveled by Lexile
- NoRedInk - an online, web-based language learning platform
- USA Test Prep - online programming
- PBIS: Positive Behavioral Interventions and Supports
- Common formative assessments are scheduled throughout the year
- ELA resource class
- iXL online programming
- Differentiated Instruction
- Credit Recovery/Credit Repair
- GAVS (Georgia Virtual School)

As of now, Bradwell Institute is in dire need of research-based strategies and curriculum support that meet the needs of all teachers and students while promoting cross-curricular literacy. With careful evaluation, the consensus is that this does not need to be in the form of a reading or literacy specialist, but more so in the form of a structured cross-content implementation that improves the literacy level of all students at BI.

Based on the school demographics, it is also important that the initiative takes into consideration the necessity for culturally responsive implementation to increase positive relationships among teachers and students; develop content that connects with the students within BI, and develop skills that will advance learners towards college and career readiness.

## Plan to Support Evidence Based Literacy

**Action Step: Create a sense of urgency to learn and support evidence-based literacy instruction in all content areas. Bradwell will target the lowest performing students in ELA / literacy based courses with the implementation of evidence-based materials and strategies that will positively impact literacy and student achievement.**

### Planning:

- Administrators & Department Chairs will guide PLC discussions and data analysis to target low performing students in ELA courses and plan for support.
- Administrators will plan & promote school wide professional development to promote cross-curricular literacy that will improve literacy levels of all students.
- Administrators will provide teachers time to observe model teachers.
- Administrators will provide teachers with specific day each week for professional learning communities.
- Administrators will plan for student literacy remediation into the daily schedule.

### Implementing:

- Administrators and staff will attend and implement all professional learning designed for the L4GA project as well as topics specific to Bradwell: (*topics may change or be added to as data drives teacher learning*)
  - Standards-based cross-content literacy lesson development
  - Writing across the curriculum
  - Rubric-based writing
  - Culturally responsive training in order to build better relationships with students and positively impact student achievement
- Teachers and administrators will take part of school PLCs to collaborate, share practices learned and how these are impacting student learning, conduct instructional planning, and using data for next steps.
- Teachers will complete cross-content vertical alignment in professional learning communities
- Administrators will conduct literacy walkthroughs to check for implementation of learned practices and use of resources.

### Expanding: The administrators will:

- Assist the ELA department with the purchases of readily available cross-content vocabulary resources.
- Support the expansion of media center collection.
- Support the expansion of classroom novel sets for close reads, independent student reading, and teaching literacy skills through text.
- Teachers and administrators will use data from L4GA assessments to determine impact of student learning and next steps necessary for student success.
- Plan for the Teaching and Learning Specialist and Academic Specialist to support literacy growth by providing professional learning opportunities, walkthrough feedback, modeling,

and PLCs to collaboratively analyze student work to further support research-based literacy instruction.

**Sustaining: The administrators will:**

- Administrators and department chairs will conduct ELA Focus Walks to check for implementation of practices.
- Provide professional learning opportunities to staff on evidence-based practices to increase literacy rate and verify sustainability of implementation through:
- Grade level PLCs (providing and leading),
- Collaborative planning times,
- Informal walkthroughs, TKES feedback, and
- Formative data analysis.

**Partnering with the LEA Community**

**Action: Enlist the community to support Bradwell staff in the development of students that are college and career ready based on the Georgia Standards of Excellence. This will improve overall literacy outcomes for society.**

**Planning:**

- Partner with organizations and community members to support literacy initiatives and provide mentoring for identified at-risk students.
- Set up and maintain “Free Libraries”; these are small, functional libraries throughout the community providing books and other literature to encourage reading.
- Place literacy items in bags to send home with students as part of the United Way *Back Pack Buddy* Program.

**Implementing:**

- Vertical literacy alignment with local careers and colleges to ensure readiness.
- Plan and organize literacy-focused family engagement events and activities at school, sporting events, and in housing areas for Bradwell Institute.
- Display posters of athletes reading books at sporting events for all ages to promote the importance of literacy.
- Partner with the local United Way to supplement *Back Pack Buddy* meals with literacy items that can be used in the home environment to improve literacy and reading skills.

**Expanding:**

- Collaborate with housing areas and local organizations to plan on-going literacy events in the community.

- Host Creative Writing, Literacy, and STEAM (Science, Technology, Engineering, Arts, and Math) camps during the summer to sharpen literacy skills and problem-solving strategies.
- Host Dramatic Writing camps during the summer to spark creativity and the love for writing.
- Extend Summer School for ELA “Freshman Focus” to prep for upcoming courses with students struggling in areas of specific standards.
- Monitor student achievement data to determine growth in literacy and develop plans for students to monitor their progress and teach goal-setting for continuous improvement.

**Sustaining:**

- Recruit and retain effective teachers who show continuous growth in academic achievement.
- Establish an on-going training program for members of the community interested in becoming mentors for at-risk students.
- Monitor student achievement data to ensure instructional strategies in place are producing positive results.

**Literacy Leadership Team**

**Action: Literacy Leadership Team will create a school-wide literacy plan that is evidence-based and directly aligned to the Comprehensive Needs Assessment and School Improvement Plan.**

**Planning:**

- Identify literacy team members to include the following stakeholders: teachers in ELA department, academic specialist, media specialist, counselor, support staff, parent representative, community representative and higher education representation.
- Develop a shared school and community literacy vision that aligns with the four Get Georgia Reading pillars through collaboration of staff, the literacy team, and the School Governance Team.

**Implementing: The literacy team led by administration will:**

- Review L4GA mandated assessments to identify students requiring intervention and continued support.
- Provide extra intervention and support to lowest performing students.
- Plan for on-going data collection and analysis to inform program development and improvement.
- Inform all stakeholders of the school literacy plan, goals, and steps necessary in helping students academically.
- Utilize technology and social media to maintain communication with all stakeholders to share literacy goals and data.

**Expanding:**

- Revise School Improvement Plan goals, objectives, and actions according to student achievement results.

- Use student achievement data to meet individual teacher needs through follow-up assistance, observations, walkthroughs, feedback, and professional learning as needed.
- Assign mentors to identified teachers to support, model, and plan for teaching and learning to increase Lexile scores and maximize literacy instruction.
- Share student growth with parents through social media, school website, open houses, parent engagement events, etc.
- Conduct peer observations and analyze lessons to improve teaching and learning.

**Sustaining:**

- Continue to analyze formative and summative assessment data and amend literacy goals based on Georgia Standards of Excellence.
- Identify priorities and allocate needed resources to sustain them over time.
- Schedule quarterly meetings to analyze data and share with stakeholders and feeder schools.
- Perform walkthrough observations to ensure consistency and implementation of evidence-based practices.
- Analyze multiple forms of student, school, and teacher data to ensure effective instructional strategies.