

# Application: Newton County Birth to Age 5

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L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000193  
**Last submitted:** Feb 10 2020 01:08 PM (EST)

## District Profile

**Completed** - Feb 10 2020

## District Profile

### District Name

Newton County School System

### District Contact Information

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

### Grant Fiscal Agent MOU

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

[NewtonCountyMOU.pdf](#)

**Filename:** NewtonCountyMOU.pdf **Size:** 696.3 kB

## GaDOE Conflict of Interest and Disclosure Policy

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

[NewtonCountyCOI.pdf](#)

**Filename:** NewtonCountyCOI.pdf **Size:** 3.7 MB

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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)?

no

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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

[NewtonCountyNarrative.pdf](#)

**Filename:** NewtonCountyNarrative.pdf **Size:** 266.3 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.

[NewtonCountyManagementPlan.pdf](#)

**Filename:** NewtonCountyManagementPlan.pdf **Size:** 217.4 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)

[NewtonCountyNeedsAssessmentRootCause.pdf](#)

**Filename:** NewtonCountyNeedsAssessmentRootCause.pdf **Size:** 567.1 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 (GFCP; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[NewtonCountyProjectPlan.pdf](#)

**Filename:** NewtonCountyProjectPlan.pdf **Size:** 244.1 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

[NewtonCountyAssessmentPlan.pdf](#)

**Filename:** NewtonCountyAssessmentPlan.pdf **Size:** 276.5 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.)

[NewtonCountyProfessionalLearning.pdf](#)

**Filename:** NewtonCountyProfessionalLearning.pdf **Size:** 223.2 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

[NewtonCountyResourcesStrategies.pdf](#)

**Filename:** NewtonCountyResourcesStrategies.pdf **Size:** 190.1 kB

## **Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.**

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

#### **unscored**

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

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

Notes:

#### **Unallowable Expenditures**

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

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

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

[NewtonCountyBudget.pdf](#)

**Filename:** NewtonCountyBudget.pdf **Size:** 145.7 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)**

[NewtonCountyReferences.pdf](#)

**Filename:** NewtonCountyReferences.pdf **Size:** 143.3 kB

[NewtonCountyLetters.pdf](#)

**Filename:** NewtonCountyLetters.pdf **Size:** 3.9 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	Newton County School System
School or Center Name	Newton County Early Learning
System ID	707
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**

60

**Number of Paraprofessionals or Teaching Assistants in School**

58

**Principal or Director**

Name	Deena Sams
Position	Director of After School and Community Affairs
Email	<a href="mailto:sams.deena@newton.k12.ga.us">sams.deena@newton.k12.ga.us</a>
Phone	770-787-1330

**L4GA 2019 School Contact**

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

**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

### [NewtonCountyB5LitPlan](#)

**Filename:** NewtonCountyB5LitPlan.pdf **Size:** 126.0 kB



# NEWTON COUNTY SCHOOLS: BIRTH TO AGE 5 PLAN

BIRTH TO AGE 5 LITERACY PLAN				
<b>Literacy Goal:</b>		Increase by 3% each year the number of children entering kindergarten without literacy deficits as measured by the GKIDS		
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Form a partnership of early learning leaders/stakeholders and consistently meet to develop and implement quality programming for children</b>	<ul style="list-style-type: none"> <li>Family Connections is established</li> <li>Newton Community Literacy Task Force (CLTF) is newly established</li> </ul>	<ul style="list-style-type: none"> <li>Recommend additional stakeholders for the CLTF to ensure a diverse planning team</li> <li>Co-Develop CLTF meeting calendar</li> <li>Co-Develop/Use meeting agendas based on literacy plans and 4 Pillars (Language Nutrition, Access, Positive Learning Environment, &amp; Teacher Preparation/ Effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>Keep up-to-date partnership contact information</li> <li>Attend scheduled meetings quarterly</li> <li>Increase stakeholder attendance and participation by                             <ul style="list-style-type: none"> <li>using multiple communication</li> <li>celebrating successes</li> <li>increasing volunteer opportunities</li> </ul> </li> </ul>
<b>B.</b>	<b>With early learning partners, create a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy</b>	<ul style="list-style-type: none"> <li>Georgia’s System of Continuous Improvement process will be used to develop, implement, monitor, &amp; sustain ALL systemic processes, including the development of literacy plans</li> <li>We are a Get Georgia Reading community</li> </ul>	<ul style="list-style-type: none"> <li>Align partnership meetings, agendas, activities, PL, and resources to goals and objectives included in literacy plans and to the 4 Pillars</li> </ul>	<ul style="list-style-type: none"> <li>Use of evidence-based practices to inform systematic processes</li> <li>Analyze student and community data to inform systematic processes</li> <li>Use of methods to evaluate the effectiveness of systematic processes (How, p. 18)</li> </ul>
<b>C.</b>	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff’s Office, Juvenile Court, Lion’s Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the CLTF includes representatives of supplemental services</li> <li>Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>Collect participation data from supplemental service providers</li> <li>Disaggregate data by skill levels</li> </ul>
<b>D.</b>	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>Analyze multiple data points to inform instructional needs and root causes that are determined using the 5 Why’s</li> </ul>	<ul style="list-style-type: none"> <li>Co-Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>Participate in data dig” time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>Use PLC’s and literacy resources for planning support and sustainability</li> </ul>

## NEWTON COUNTY SCHOOLS: BIRTH TO AGE 5 PLAN

Building Block 2: ENGAGED LEADERSHIP			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Participate in GELDS trainings</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
<b>B. Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>Organize a school literacy leadership team and meet regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
<b>C. School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Use data retrieval/management systems to monitor student data</li> <li>Conduct observations and walkthroughs to monitor literacy instructional practices</li> <li>Share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Attend PLC's and utilize PL resources</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis (student outcomes, teacher performance)</li> </ul>
Building Block 3: CONTINUITY OF INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Implement a plan to connect families to schools, childcare entities, and early learning services</b>	<ul style="list-style-type: none"> <li>Work with the school system to coordinate Pre-K programming enrollment and early learning services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure early learning service information is available in each school and in each family's home language</li> </ul>	<ul style="list-style-type: none"> <li>Co-Develop and distribute a map or brochure of childcare entities and early learning providers (How,p.21)</li> </ul>
<b>B. Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>Establish a Parent Resource space</li> <li>Coordinate with the district's book bus to provide free literacy resources to ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, libraries, Boys &amp; Girls Club, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Share training information with families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>C. Maximize time for literacy instruction</b>	<ul style="list-style-type: none"> <li>Literacy time is embedded in our daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>Implement literacy time that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy time is differentiated for all students</li> <li>Attend PLC's and collaborative planning to inform instructional shifts during literacy time</li> </ul>
<b>D. Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>Promote/Support transition activities (school orientation, open house,</li> </ul>	<ul style="list-style-type: none"> <li>Adjust transition protocol to address changes in school information,</li> </ul>	<ul style="list-style-type: none"> <li>Maximize reading and writing resources during transition activities</li> </ul>

## NEWTON COUNTY SCHOOLS: BIRTH TO AGE 5 PLAN

		transition meetings and summer camps are held annually)	assignments, activities, resources, and supports	<ul style="list-style-type: none"> <li>Share reading and writing expectations during transition activities</li> </ul>
<b>E.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>Work with the CLTF to expand our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>Participate in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>
<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Use literacy screenings to assess readiness of individual children for reading and writing</b>	<ul style="list-style-type: none"> <li>GKIDS and Work Sampling are administered</li> </ul>	<ul style="list-style-type: none"> <li>Administer screenings (GKIDS, CogAT, Work-Sampling, PALS, PPVT) to children</li> </ul>	<ul style="list-style-type: none"> <li>Maximize time to analyze results from screenings to assess readiness (collaborative planning, PLC's)</li> </ul>
<b>B.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>Formative and Summative Assessment Protocols will be established (GKIDS, PALS, PPVT, Work Sampling Online)</li> </ul>	<ul style="list-style-type: none"> <li>Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>Use a fidelity check system for administration/procedures/timelines</li> </ul>
<b>C.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>Formative (GKIDS, Work-Sampling) and Summative Assessments (GKIDS PALS, PPVT, Work Sampling Online) will be administered</li> </ul>	<ul style="list-style-type: none"> <li>Use assessment results to determine placement/remediation/acceleration</li> <li>MTSS protocols will be established</li> </ul>	<ul style="list-style-type: none"> <li>Use PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>D.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>MTSS processes will be established to identify students with at-risk indicators</li> <li>Diagnostics will be administered to guide instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize diagnostic assessments to analyze data, plan instruction, and monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Use PL, resources, and support for data-analysis and MTSS interventions</li> </ul>
<b>E.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols will be used to improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize on-going support (PLC's, trainings, resources) for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Align instruction with GELDS and the Head Start Child Development Early Learning Framework</b>	<ul style="list-style-type: none"> <li>Head Start and early learning centers have participated in some district PL</li> </ul>	<ul style="list-style-type: none"> <li>Participate in PLC's and planning that focuses on aligned literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>Utilize multiple delivery models &amp; evidence-based practices to align literacy instruction</li> </ul>

## NEWTON COUNTY SCHOOLS: BIRTH TO AGE 5 PLAN

<b>B.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>• Instruction is based on the GELDS</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize evidence-based practices and resources that support GSE Scope/Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>C.</b>	<b>Increase student access to a wealth of texts</b>	<ul style="list-style-type: none"> <li>• Classrooms include some reading materials</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all classrooms are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to texts that children consider interesting (How, p.41)</li> </ul>

### Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION

Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Provide PL for early learning staff on evidence-based instruction in phonological awareness, print, alphabet knowledge, writing, and oral language</b>	<ul style="list-style-type: none"> <li>• Attend PL on evidence-based instruction in the development of foundational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in PL and collaboration that focuses on evidence-based instruction in the development of foundational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor PL effectiveness on literacy instruction based on data analysis (student performance, observations)</li> <li>• Utilize P-20 partners to provide PL support</li> </ul>

**Abbreviations:** Pre-K (Pre-Kindergarten), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support) GELDS (Georgia Early Learning and Development Standards), GKIDS (Georgia Kindergarten Inventory of Developing Skills), PALS (Phonological Awareness Literacy Screening), PPVT (Peabody Picture Vocabulary Test), REL (Regional Education Laboratory)

Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<p><b>Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>• Literacy Plans</li> <li>• GELDS/GSE Standards</li> <li>• GELDS/GSE Scope/Sequence</li> <li>• Curriculum Maps</li> <li>• Planning Guides</li> <li>• Aligned PL Topics</li> <li>• Rubrics</li> <li>• MTSS</li> </ul> <p><b>Curriculum Activities</b></p> <ul style="list-style-type: none"> <li>• CLTF</li> <li>• PLC's</li> <li>• Collaborative Planning</li> <li>• Team Meetings</li> </ul> <p><b>Literacy Assessments</b></p> <ul style="list-style-type: none"> <li>• GKIDS Readiness Check</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-K Approved Curriculum</li> <li>• GADOE Resources</li> <li>• Get Georgia Reading</li> <li>• Intervention Bank</li> <li>• REL Evaluation Rubrics &amp; Guides</li> <li>• Theory of Action and Logic Model</li> <li>• What Works Clearing House</li> <li>• edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ GKIDS</li> <li>○ Work-Sampling</li> <li>○ PALS</li> <li>○ PPVT</li> </ul> </li> <li>• Progress Monitoring</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Project Plan</li> <li>• Assessment Plan</li> <li>• Improvement/Action Plans</li> <li>• CLTF-monthly</li> <li>• Community Data</li> <li>• Student Data</li> <li>• Data Retrieval/Management Systems</li> <li>• Assessment Reports</li> <li>• Observations</li> <li>• Evaluations</li> <li>• Surveys</li> </ul>

## NEWTON COUNTY SCHOOLS: BIRTH TO AGE 5 PLAN

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<ul style="list-style-type: none"><li>• GKIDS Performance Based Assessment</li><li>• Work-Sampling</li><li>• PALS</li><li>• PPVT</li><li>• CogAT®</li></ul>			
<b>Leadership Team Members</b>			
<ul style="list-style-type: none"><li>• Deena Sams, NCS Community Affairs</li><li>• Elaine Brown, Head Start</li><li>• Sonya Woodruff, ABC Learning Center</li><li>• Sherrie Johnson, Discovery Point</li><li>• Missy Braden, First Steps</li><li>• Kayle Hunt, Livingston Academy</li><li>• Ericka Anderson, Live Oak Elementary School- Pre-K</li><li>• Rhonda Battle, Middle Ridge Elementary School-Pre-K</li><li>• Clydia Newell, Porterdale Elementary School-Pre-K</li><li>• Jeffery Hughes, South Salem Elementary School-Pre-K</li></ul>			

## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

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

### c. **Remedies for Nondisclosure**

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

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

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

#### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

## III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require



Conflict of Interest & Disclosure Policy

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

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

**Samantha Fuhrey, Superintendent of Newton County School System**  
Typed Name of Fiscal Agency Head and Position Title

**2/7/20**  
Date

  
\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

**Benjamin Roundtree, Chief Academic Officer of Newton County School System**  
Typed Name of Applicant's Authorized Agency Head and Position Title

**2/7/20**  
Date

N/A

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

N/A

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

N/A

\_\_\_\_\_  
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: Tiffany Merriweather

Position/Title of Fiscal Agent's Contact Person: Grants Coordinator

Address: 144 Ram Drive

City: Covington

Zip: 30014

Telephone: (678) 625-6769 Fax: (678) 625-6041

E-mail: merriweather.tiffany@newton.k12.ga.us



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

Samantha Fuhrey, Superintendent of Newton County School System

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

2/7/20

Date (required)

# Newton County Schools: Professional Learning Strategies

## Professional Learning Strategies

**Current:** “The most important variable in the achievement of students is the quality of instruction they receive on a daily basis” (Marzano, 2003; Hattie, 2009). Newton County has worked hard to plan for high-quality instruction by providing an array of professional learning opportunities. School calendars and schedules have included ten professional learning days and instructional planning time. Curriculum Department members hosts professional learning conferences for district and school leaders (during the summer and monthly). District and school leaders attend PLC’s that focus on strategies to address challenges identified in district and school improvement plans (monthly). Instructional coaches attend district-led workshops to learn methods for improving teacher practice and learner outcomes (monthly). Teachers and leaders collaborate in PLC’s to analyze student data to inform instruction, incorporate instructional strategies, and support observed practices and TKES professional learning goals- as required in Georgia- (weekly). All schools attended training and adopted planning protocols based on *Facilitating Teacher Teams and Authentic PLC’s* by Daniel Venables (ASCD, 2018). Despite that, recent GMAS trends in Newton County show a need to improve literacy instruction across content areas, grade levels, and subgroups. A singular, consistent professional learning approach is needed to make meaningful changes that are ongoing and targeted to meet the needs of our students, teachers, leaders, partners, and stakeholders.

**Moving Forward:** PLC’s have typically served as the main vehicle for building teacher and leader capacity. Most K-12<sup>th</sup> grade PLC’s occur weekly for 50-60 minutes and focus on overarching topics presented to each content area or grade level team. The needs assessment indicates a need for ongoing professional learning that is delivered to teachers, support staff, leaders, and community partners across the curriculum. The needs assessment also indicates a need for evidence-based strategies, resources, time, and technology. Our professional learning plan includes key strategies from the Georgia’s Literacy Conceptual Framework (The Why, The How, and The What) to address these areas of concern and the need for effective implementation of program objectives.

<b>Literacy Conceptual Framework</b>	<b>Effectiveness Measures</b>
Plan targeted, sustained professional development for staff, caregivers, and educators on age-appropriate language and literacy practices (B-5 How, p. 2; How, p. 24)	<ul style="list-style-type: none"> <li>• PL Agendas, Sign-In Sheets, Minutes</li> <li>• PL Surveys</li> <li>• Lesson Plans</li> <li>• Formative and Summative Assessments</li> <li>• Observation Data-TKES</li> <li>• Focus Walks</li> <li>• Student Work Samples</li> </ul>
Plan for ongoing data collection and analysis to inform program development and determine instructional areas of greatest need (What, p.11; How, p. 22)	
Plan for cross-disciplinary teams for literacy instruction (What, p.7)	
Plan for administering, analyzing and	

## Newton County Schools: Professional Learning Strategies

interpreting results of assessments in terms of literacy (What, p.13)	<ul style="list-style-type: none"> <li>• Intervention Reports</li> <li>• Training and Endorsement Certificates</li> <li>• Student Achievement Data</li> <li>• Student Growth Data</li> </ul>
Identify qualified professional learning providers (Bright from the Start (BFTS) trainers, state-approved trainers, school district PL staff, RESA, university) for trainings (How, p. 10)	
Use online resources to sustain teacher professional learning and practices when face-to-face or individualized training is not feasible (How, p. 22; Why, p. 150)	

**Supports:** The L4GA program manager and literacy teams will coordinate the professional learning plan to ensure the continuity of resources and to align PL with improvement plans. A combination of supports will be used to address overarching and targeted needs and will include PLC’s and collaborative planning, online trainings, workshops, conferences, and institutes. Coaching will be offered by district, school, and contracted literacy experts to differentiate PL and ensure sustainability. To maximize PL time, stipends and substitutes will be provided for instructional staff during non-contract hours.

Table 6.2 PL Supports System			
Target Audience	Frequency	PL Supports	Assets
<b>Parents and Families</b>	<ul style="list-style-type: none"> <li>• monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Training for reading and modeling strategies to support literacy in the home</li> </ul>	<p><b><u>Local</u></b></p> <ul style="list-style-type: none"> <li>• L4GA Program Manager</li> <li>• PL District Coordinator and Literacy Specialists</li> <li>• School Instructional Coaches</li> <li>• District and School PLC’s</li> <li>• District and School Literacy Leadership Teams</li> </ul> <p><b><u>Regional</u></b></p> <ul style="list-style-type: none"> <li>• RESA/P-20 Partners</li> </ul> <p><b><u>Online</u></b></p> <ul style="list-style-type: none"> <li>• Edivate</li> <li>• Canvas Learning Platform</li> <li>• Comprehensive Reading Solutions</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• bi-annually</li> </ul>	<ul style="list-style-type: none"> <li>• Training for reading and modeling literacy strategies to serve as literacy mentors</li> </ul>	
<b>Students and Volunteers</b>	<ul style="list-style-type: none"> <li>• monthly</li> </ul>		
<b>Literacy Task Force</b>	<ul style="list-style-type: none"> <li>• monthly</li> </ul>	<ul style="list-style-type: none"> <li>• PLC’s to support improving literacy in schools and in the community</li> </ul>	
<b>Birth-12<sup>th</sup> Grade Instructional Staff</b>	<ul style="list-style-type: none"> <li>• weekly 1-2 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Planning to support improving literacy in schools and in the community</li> </ul>	
	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical and Horizontal Planning to support cross-curricular connections and continuity of instruction</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ongoing (face-to-face and online)</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops, conferences, endorsements, institutes, and Tier II supports- contracted with P-20 partners-for differentiated PL instruction</li> </ul>	

## Newton County Schools: Professional Learning Strategies

<b>Birth-12<sup>th</sup> Grade Instructional Leaders</b>	<ul style="list-style-type: none"> <li>• 3X/ Year</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I Institutes provided by GAEL to support improving, implementing, and monitoring literacy programs in schools and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• PLACE (Professional Learning and Collaborative Environment)</li> <li>• GaDOE/L4GA webinars and modules</li> <li>• RESA/P-20</li> </ul>
	<ul style="list-style-type: none"> <li>• Ongoing (face-to-face and online)</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops, conferences, endorsements, institutes, and Tier II supports- contracted with P-20 partners-for differentiated PL instruction</li> </ul>	<p><b><u>Institutes</u></b></p> <ul style="list-style-type: none"> <li>• Summer Institutes</li> <li>• New Teacher Institutes</li> <li>• Content Area Institutes</li> <li>• Leadership Institutes</li> <li>• Literacy Institutes</li> </ul>

**Overarching PL Topics:** 1.) Georgia Standards: GSE/GELDS 2.) Evidence-Based Strategies: Dialogic reading- moderate evidence; Developing Academic English-strong evidence; Small-group reading interventions- strong evidence; Peer-Assisted Learning- strong evidence; Explicit Vocabulary Instruction-strong evidence; Explicit Comprehension Strategy Instruction- strong evidence 3.) Instructional Framework 4.) Integrating Technology 5.) Rigor and Relevance 6.) Differentiated Instruction 7.) Formative Instructional Practices 8.) RTI and Co-Teaching 9.) Feedback and Conferencing

<b>Table 6.3 Targeted PL Topics</b>		
<b>Birth to Age 5</b>		
<i>(Audience: Early Child Care Providers)</i>		
Administering Screeners and Literacy Assessments <small>(B-5, How, p.9)</small>	Data-Analysis of Screeners and Literacy Assessments <small>(B-5, How, p.9)</small>	Using Data to Drive Instruction <small>(B-5, How, p.1)</small>
Letter Recognition <small>(B-5, How, p.13)</small>	Letter Sound <small>(B-5, How, p.13)</small>	Phonemic Awareness <small>(B-5, How, p.13)</small>
Language <small>(B-5, How, p.13)</small>	Decoding <small>(B-5, How, p.17)</small>	Fluency <small>(B-5, How, p.17)</small>
4 Pillars of Literacy <small>(GGRC)</small>	Comprehension <small>(B-5, How, p.13)</small>	Print Concepts <small>(B-5, How, p.13)</small>
Evidence-Based Literacy Strategies <small>(How, p.30)</small>	Literacy Intervention Tools and Strategies <small>(How, p.26)</small>	Early Literacy Stakeholder Engagement <small>(B-5, How, p.1)</small>
<b>Pre-K to 2<sup>nd</sup> Grade</b>		
<i>(Audience: Pre-K-2<sup>nd</sup> Grade teachers, administrators, instructional coaches, support staff)</i>		
Administering Screeners and Literacy Assessments <small>(What, p.13)</small>	Data-Analysis of Screeners and Literacy Assessments <small>(What, p.11)</small>	Using Multiple Data to Drive Instruction <small>(What, p.11)</small>
Phonemic/Phonological Awareness <small>(Why, p.26)</small>	Fluency <small>(How, p.30)</small>	Vocabulary/Word Recognition <small>(How, p.26)</small>
Foundational Reading Skills <small>(Why, p.26)</small>	Comprehension <small>(How, p.40)</small>	Informational/Explanatory Responses <small>(Why, p.44)</small>
Balanced Literacy	Lexile Progression	Text Complexity

## Newton County Schools: Professional Learning Strategies

(How, p.40)	(How, p.37)	(How, p.27)
Literacy Centers (How, p.40)	Print Concepts (Why, p.26)	Universal Design for Learning (How, p.26)
Evidence-Based Literacy Strategies (How, p.30)	RTI Tools and Strategies (How, p.26)	Early Literacy Stakeholder Engagement (How, p.20)
<b>3<sup>rd</sup>-5<sup>th</sup> Grade</b> ( <i>Audience: 3<sup>rd</sup>-5<sup>th</sup> Grade teachers, administrators, instructional coaches, support staff</i> )		
Administering Screeners and Literacy Assessments (What, p.11)	Data-Analysis of Screeners and Literacy Assessments (What, p.11)	Using Multiple Data to Drive Instruction (What, p.11)
Key Ideas and Details (Why, p.26)	Craft and Structure (How, p.27)	Integration of Knowledge and Ideas (Why, p.26)
Language (How, p.26)	Comprehension (How, p.40)	Fluency (How, p.30)
Informational/Explanatory/Opinion/Narrative Responses (Why, p.44)	Text Type and Purpose (How, p.27)	Balanced Literacy (How, p.40)
Lexile Progression (How, p.37)	Text Complexity (How, p.27)	Disciplinary Literacy (Why, p. 85; How, p.29)
Digital Literacy (What, p.11)	Literacy Centers (How, p.26)	Universal Design for Learning (How, p.26)
Evidence-Based Literacy Strategies (How, p.30)	RTI Tools and Strategies (How, p.44)	Literacy Stakeholder Engagement (How, p.20)
<b>6<sup>th</sup>-12<sup>th</sup> Grade</b> ( <i>Audience: 6<sup>th</sup>-12<sup>th</sup> Grade teachers, administrators, instructional coaches, support staff</i> )		
Administering Screeners and Literacy Assessments (What, p.11)	Data-Analysis of Screeners and Literacy Assessments (What, p.13)	Using Multiple Data to Drive Instruction (What, p.13)
Key Ideas and Details (Why, p.26)	Craft and Structure (How, p.27)	Integration of Knowledge and Ideas (Why, p.26)
Language (How, p.26)	Comprehension (How, p.40)	Fluency (How, p.30)
Informational/Explanatory/Argumentative /Narrative Response (Why, p.44)	Text Type and Purpose (How, p.27)	Balanced Literacy (How, p.40)
Lexile Progression (How, p.37)	Text Complexity (How, p.27)	Disciplinary Literacy (Why, p. 85; How, p.29)
Digital Literacy (What, p.11)	Literacy Stations (How, p.40)	Universal Design for Learning (How, p.26)
Evidence-Based Literacy Strategies (How, p.30)	RTI Tools and Strategies (How, p.44)	Literacy Stakeholder Engagement (How, p.20)

## **Newton County Schools: Assessment/Data Analysis Plan**

**Assessment/Data Analysis Plan:** Newton County Schools utilizes ongoing formative and summative assessments across grades K-12<sup>th</sup> to monitor student progress, assess the effectiveness of instruction, and determine the need for student interventions. Assessment data is analyzed during leadership team meetings, MTSS meetings, and collaborative planning to make instructional decisions and programmatic changes. Data is also reviewed using data walls. Each school’s data wall incorporates progress data towards achievement goals, which encourages consistent data talks. Data team trainings provide ongoing technical support for identifying performance gaps and individual student needs, especially for our subgroups. All schools have participated in data team trainings and have implemented the data management and retrieval system Illuminate. If we are selected for L4GA grant funding, a data dashboard within the system will be created specifically to track the progress of our feeder programs.

To provide a holistic approach for using assessment data to inform literacy outcomes, Newton County will utilize both community and school level data. Community data will help teachers and families identify challenges that children might face prior to entering kindergarten. Some of those challenges might be factors related to the following:

<b>Table 5.1 Community Data</b>		
<b><i>Economic Well-Being and Education</i></b>		
Low-birth weight babies	The number of teen births Age 15-19	The number of children born to mothers with less than 12 years education
The number of children living in poverty	The number of children living in single-parent families	The number of children who receive subsidies (Medicaid, Peachcare, WIC, TANF, SNAP)
The number of children without a vehicle at home	The number of children enrolled in the Georgia Pre-K program	The number of centers and family care homes rated in Quality-Rated
<b><i>Screenings</i></b>		
Vision	Hearing	Dental

<b>Table 5.2 Community Assets and Need</b>	
<b>Assets</b>	<b>Need</b>
Library, Book Bus, Lion’s Club, Meal Program, CHAMPS, Help a Child Smile, Newton Reads, Literacy Bag Program, Tutoring	Increased Access to Texts, Instruction and Interventions for Reading and Writing; Tutoring, and Parent/Families Literacy Supports

Using an integrated assessment system, a number of community and school-level data points for Birth-12<sup>th</sup> grade will be analyzed to include GKIDS, CogAT®, Work-Sampling Online, PPVT, PALS, Reading

## Newton County Schools: Assessment/Data Analysis Plan

Inventory, Acadience Learning, and GMAS. To monitor progress, checkpoints will be administered using GCA Assesslets, Fastbridge Learning, and ITBS. Data Analysis for all assessments is outlined in Table 5.3, and the implementation of the assessment system is outlined in Table 5.4.

<b>Table 5.3 Integrated Assessment System Data-Analysis</b>			
<b><i>Community Literacy Task Force Meetings</i></b>			
<b>WHO</b>	<b>WHAT</b>	<b>WHEN</b>	<b>HOW</b>
<b>1. LTF Members:</b> Stakeholder Groups, Teachers-content and ancillary, Paraprofessionals, School Leaders, District Leaders, Parents, Community Members	<b>1.1</b> School representatives will share school data with LTF members <b>1.2</b> LTF members will share community data <b>1.3</b> Analyze community and school data to identify student needs in school and in the community	<b>1.1</b> Monthly at LTF meetings  <b>1.2</b> Quarterly at LTF meetings  <b>1.3</b> Quarterly at LTF meetings	<b>1.1</b> School Data Reports using Illuminate, Intervention Data Systems, SLDS, GOSA  <b>1.2</b> Community Data Reports using Get Georgia Reading, Kids Count, Community Resources <b>1.3.1</b> *Data Protocol <b>1.3.2</b> Priority Buckets/ 4 Pillar Action Planning <a href="http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf">http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf</a>
<b><i>School Literacy Leadership Team Meetings</i></b>			
<b>2. LT Members:</b> Stakeholder Groups, Media Specialists, Teachers- content and ancillary, Paraprofessionals, School Leaders, Parents, Community Members	<b>2.1</b> Share school data  <b>2.2</b> Analyze school data to identify student needs	<b>2.1.1</b> Quarterly at LTF meetings  <b>2.1.2</b> Ongoing with stakeholders  <b>2.1.3</b> Monthly at LT meetings  <b>2.2</b> Monthly at LT meetings	<b>2.1.1</b> School Data Reports using Illuminate, Intervention Data Systems, SLDS, GOSA <b>2.1.2</b> School websites, social media, school council, PTO, forums, open house, transitions, curriculum nights, conferences <b>2.1.3</b> School Data Reports using Illuminate, Intervention Data Systems, SLDS, GOSA <b>2.2.1</b> *Data Protocol <b>2.2.2</b> Priority Buckets/4 Pillar Action Planning <a href="http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf">http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf</a>
<b><i>Collaborative Planning</i></b>			
<b>3. Planning/PLC Members:</b> Instructional Coaches, Teachers- content and ancillary, Paraprofessionals, School Leaders	<b>3.1</b> Share student data  <b>3.2</b> Analyze student data to identify student needs	<b>3.1.1</b> Quarterly at LTF meetings  <b>3.1.2</b> Ongoing with stakeholders  <b>3.2</b> Monthly at LT meetings	<b>3.1.1</b> School Data Reports using Illuminate, Intervention Data Systems, SLDS, GOSA <b>3.1.2</b> School websites, social media, school council, PTO, forums, lunch and learn, open house, transitions, curriculum nights, conferences <b>3.2.1</b> *Data Protocol <b>3.2.2</b> Priority Buckets/ 4 Pillar Action Planning



## Newton County Schools: Assessment/Data Analysis Plan

			<a href="http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf">http://getgeorgiareading.org/wp-content/uploads/2016/09/Community-Action-Workbook.pdf</a> <b>3.2.3 Collaborative Teams</b> <a href="https://www.marzano-resources.com/-collaborative-teams-that-transform-schools-bkl034">https://www.marzano-resources.com/-collaborative-teams-that-transform-schools-bkl034</a> <b>3.2.4 Coaching Support</b>
<b>MTSS MEETINGS</b>			
<b>4. MTSS Members:</b> MTSS Representative, Teachers- content and ancillary, Paraprofessionals, School Leaders, Parents	<b>4.1</b> Share student data	<b>4.1.</b> Quarterly at MTSS meetings; Ongoing during PLC's and leadership meetings; conferences	<b>4.1</b> School Data Reports using Illuminate, Intervention Data Systems, student work, conferences
	<b>4.2</b> Analyze student data to identify student needs	<b>4.2</b> Quarterly at MTSS meetings, Ongoing during PLC's and leadership meetings	<b>4.2.1</b> *Data Protocol <b>4.2.2</b> Goal Setting and Progress Monitoring Tools
<b>*Data Protocol:</b> <ul style="list-style-type: none"> <li>• Analyze student data to identifying strengths and weaknesses for students/subgroups</li> <li>• Establish SMART goals/learning targets</li> <li>• Identify barriers, programmatic changes, and resources to support improvement</li> <li>• Prioritize evidence-based strategies to support instruction</li> <li>• Identify supports that leverage PLC's</li> <li>• Determine method and timeline for progress monitoring and providing feedback</li> </ul>			

**Table 5.4 Assessment Protocol**

<b>Birth to 5<sup>th</sup> Grade</b>					
<b>Level</b>	<b>Assessment</b>	<b>Skills Assessed</b>	<b>When</b>	<b>How Results will be Used</b>	<b>Training/PL Needed</b>
ELC/ Pre-K	Phonological Awareness Literacy Screening	Early Literacy	3X/ Year	<ul style="list-style-type: none"> <li>• Plan responsive instruction in phonological awareness: rhyme and beginning sound</li> </ul>	<ul style="list-style-type: none"> <li>• Screening Administration</li> <li>• Understanding Reports</li> <li>• Phonological Awareness</li> </ul>
ELC/ Pre-K	Peabody Picture Vocabulary Test	Early Language	2X/ Year	<ul style="list-style-type: none"> <li>• Plan responsive instruction using 5 principles of vocabulary interventions: interest, use, explicitness, repetition, and intensity</li> </ul>	<ul style="list-style-type: none"> <li>• Screening Administration</li> <li>• Understanding Reports</li> <li>• Vocabulary Interventions</li> </ul>

## Newton County Schools: Assessment/Data Analysis Plan

ELC/ Pre-K	DECAL Work Sampling On-line	Early Literacy	On- going	<ul style="list-style-type: none"> <li>Plan responsive instruction based on developmental levels</li> </ul>	<ul style="list-style-type: none"> <li>WSO Training, Manual, Webinar, Booster</li> <li>WSO Progress Reports</li> <li>Learning Domains</li> </ul>
ELC/ Pre-K K	GKIDS Readiness Check	Early Literacy School Readiness	Aug.- Sept.	<ul style="list-style-type: none"> <li>Plan responsive instruction based on GELDS domains: students success, ELA, and math</li> </ul>	<ul style="list-style-type: none"> <li>GKIDS data collection and activities training and modules</li> <li>Communication, Language, and Literacy; Cognitive Development; Approaches to Learning; Social Emotional Development; Physical Development and Motor Skills</li> </ul>
ELC/ Pre-K K	GKIDS Performance Based Assessment	Early Literacy School Readiness	Sept.- May	<ul style="list-style-type: none"> <li>Plan responsive instruction based on GELDS domains: ELA, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning</li> </ul>	<ul style="list-style-type: none"> <li>GKIDS 2.0 data collection and activities training and modules</li> <li>SLDS Booster</li> <li>Phonemic Awareness, Phonics, High Frequency Words, Comprehension, Writing, Spelling, and Communication of Ideas</li> </ul>
K-2	Cognitive Abilities Test	Reasoning and Problem- Solving	Sept.	<ul style="list-style-type: none"> <li>Plan responsive instruction based on cognitive strengths and weaknesses: verbal reasoning, quantitative reasoning and nonverbal reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Instructional strategies</li> <li>Evidence-based literacy strategies</li> </ul>
K-3	DIBELS- Next (Acadience Reading)	K- Composite 1 <sup>st</sup> - Nonsense Word, Oral Reading 2-3- Oral Reading	3X/ Year	<ul style="list-style-type: none"> <li>Plan responsive instruction based on foundational early literacy skills</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic Administration and Scoring</li> <li>Early Reading and Fluency strategies</li> </ul>
1-5	ITBS Pre- Assessment  ITBS Post- Assessment	Reading, Language, Math, Science, Social Studies	Aug.  March	<ul style="list-style-type: none"> <li>Plan responsive instruction based on strengths and weaknesses in reading, language, vocabulary, word analysis, listening, and math</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Goal Setting</li> <li>Instructional strategies</li> <li>*Evidence-based literacy strategies</li> </ul>
K-5	ACCESS/ Alternate ACCESS for ELL's	Language, Reading, Writing	Jan.- March	<ul style="list-style-type: none"> <li>Plan responsive instruction based on strengths and weaknesses in</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Goal Setting</li> <li>Instructional strategies</li> </ul>

## Newton County Schools: Assessment/Data Analysis Plan

				<ul style="list-style-type: none"> <li>listening, speaking, reading and writing</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>English Language Proficiency Standards in reading, writing, speaking, listening</li> <li>*Evidence-based literacy strategies</li> </ul>
3-5	Houghton Mifflin Harcourt Reading Inventory	Reading Comprehension	3X/Year	<ul style="list-style-type: none"> <li>Plan responsive instruction based on foundational reading skills and comprehension</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Administration</li> <li>Instructional strategies</li> <li>ELA Standards with emphasis on foundational skills, text complexity, Lexile progression, and comprehension</li> <li>*Evidence-based literacy strategies</li> </ul>
3-5	Georgia Alternative Assessment  Georgia Milestones Assessment	ELA, Reading, Lexile, Writing	March-April  April-May	<ul style="list-style-type: none"> <li>Plan responsive instruction based on achievement/progress in four content areas- English Language Arts, Mathematics, Science, and Social Studies – and in reading and writing</li> <li>Determine need for placement/remediation enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Georgia Standards of Excellence</li> <li>Goal Setting</li> <li>Progress Monitoring</li> <li>MTSS strategies</li> <li>Instructional strategies</li> <li>*Evidence-based literacy strategies</li> </ul>
<b>6<sup>th</sup>-12<sup>th</sup></b>					
6-8	ITBS Pre-Assessment  ITBS Post-Assessment	Reading, Language, Math, Science, Social Studies	Aug.  March	<ul style="list-style-type: none"> <li>Plan responsive instruction based on strengths and weaknesses in reading, language, vocabulary, word analysis, listening, and math</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Goal Setting</li> <li>Instructional strategies</li> <li>*Evidence-based literacy strategies</li> </ul>
6-12	ACCESS/Alternate ACCESS for ELL's	Language, Reading, Writing	Jan.-March	<ul style="list-style-type: none"> <li>Plan responsive instruction based on strengths and weaknesses in listening, speaking, reading and writing</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Goal Setting</li> <li>Instructional strategies</li> <li>English Language Proficiency Standards in reading, writing, speaking, listening</li> <li>*Evidence-based literacy strategies</li> </ul>
6-11	Houghton Mifflin Harcourt	Reading Comprehension	3X/Year	<ul style="list-style-type: none"> <li>Plan responsive instruction based on</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Administration</li> </ul>

## Newton County Schools: Assessment/Data Analysis Plan

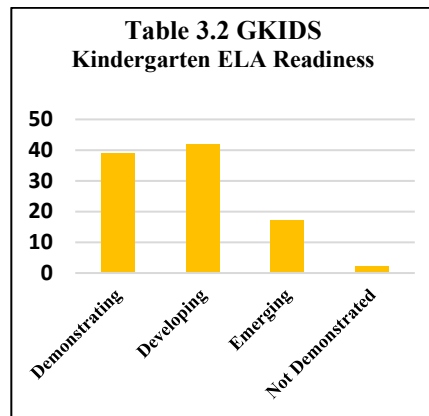
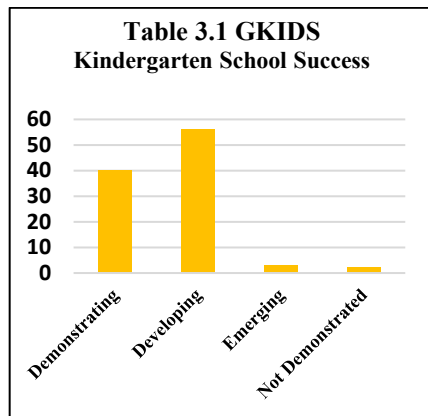
	Reading Inventory			<p>reading skills and comprehension</p> <ul style="list-style-type: none"> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>ELA Standards with emphasis on foundational skills, text complexity, Lexile progression, and comprehension</li> <li>Instructional strategies</li> <li>*Evidence-based literacy strategies</li> </ul>
6-12	<p>Georgia Alternative Assessment</p> <p>Georgia Milestones Assessment</p>	<p>ELA, Reading, Lexile, Writing</p>	<p>March-April</p> <p>April-May</p>	<ul style="list-style-type: none"> <li>Plan responsive instruction based on achievement/progress in four content areas- English Language Arts, Mathematics, Science, and Social Studies – and in reading and writing</li> <li>Determine need for remediation/enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Georgia Standards of Excellence</li> <li>Goal Setting</li> <li>Progress Monitoring</li> <li>MTSS strategies</li> <li>Instructional strategies</li> <li>*Evidence-based literacy strategies</li> </ul>
9-12	CTAE End of Pathway Assessment	Technical	March	<ul style="list-style-type: none"> <li>Plan post-secondary educational options/guidance</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Guidance/Advisement</li> </ul>
9-12	Advanced Placement Exams	<p>ELA, Reading, Writing</p>	May	<ul style="list-style-type: none"> <li>Provide post-secondary educational options/ guidance</li> </ul>	<ul style="list-style-type: none"> <li>Administration Booster</li> <li>Guidance/Advisement</li> </ul>

*\*Evidence-based Literacy Strategies- Section 6*

## **Newton County Schools: Needs Assessment and Root Cause Analysis**

*B-5, K-12: Analysis of Data: "By the end of third grade," says Mindy Binderman, Executive Director of GEEARS, "if children are not reading at grade level, they are less likely to be successful in school, less likely to graduate on time, and more likely to engage in risky behavior. The third grade reading marker is such an important indicator of all that comes later and, frankly, all that came before (2019)."*

Newton County Schools- including the superintendent, board of education, administrators, and teachers- along with stakeholders- including the Newton Early Learning Initiative and Newton Family Connections- share this belief. Literacy is an essential skill for success in school and later in life. In Georgia, however, almost 66% of third graders are not proficient readers. The percentage is slightly higher in Newton County at 67%. Data below shows factors that impact school readiness and 3rd grade achievement trends for the last three years. 3rd-11th grade GMAS data is included in Section 1 of the grant application.

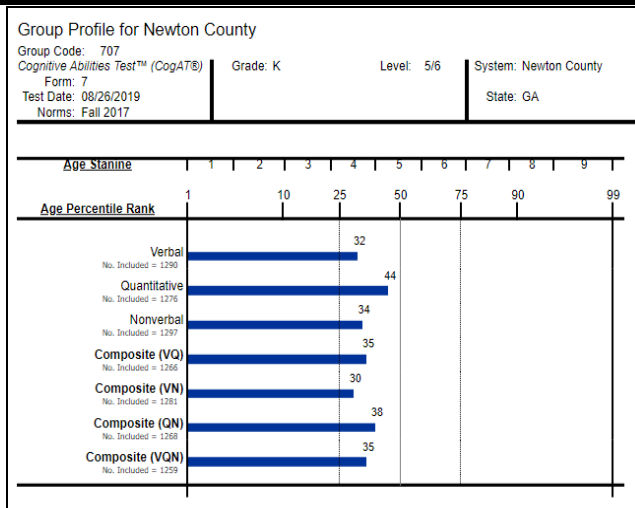


Each year, Newton County administers the GKIDS Readiness Check to all children entering kindergarten. School readiness data indicates that more than 50% of children are entering school without the critical knowledge and skills for success in learning. The foundation of success domain shows that only 40% of kindergarteners demonstrated necessary approaches to learning, social and emotional development, and physical and motor skills development. In the ELA domain, 39% of kindergarteners demonstrated foundational skills for fluent and effective communication and literacy skills such as reading and writing. According to the assessment, the largest problem for each domain was making statements and appropriately answering questions to solve problems (42%) and listening and differentiating between sounds that are the same and different (55%).

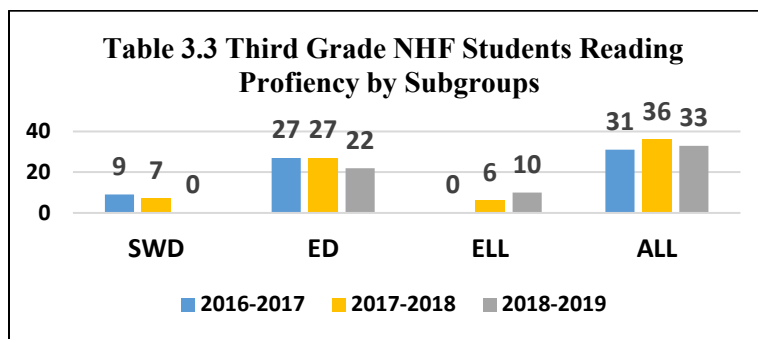
\*DM= Demonstrating DV= Developing EM= Emerging NYD= Not Yet Demonstrated

	DM	DV	EM	NYD
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems	42%	29%	20%	9%
Listens and differentiates between sounds that are the same and different	55%	24%	12%	9%

# Newton County Schools: Needs Assessment and Root Cause Analysis



The CogAT® is also administered in kindergarten and allows us to compare how our students perform relative to other students in the nation and of the same age. Assessment results indicated similar problems that were identified in the GKIDS Readiness Check. The overall age percentile rank for the Verbal score was at the 32nd percentile, and the Verbal Quantitative Nonverbal (VQN) score was at the 35th percentile. In the fall of 2019, all students performed below average (the 50th percentile rank) in every category.



As students progress through elementary school, literacy deficits produce challenges. "The most important factor in achieving literacy by third grade is a child's language skill at kindergarten," (Arienne Weldon, Director, GGRC). 3<sup>rd</sup> grade ELA trends for our subgroups show that there is a lack of growth and improvement in reading. As the scores reveal, the percentage of SWD reading at the Proficient level decreased from 9% in 2017 to 0% in 2019. The percentage of ELL students reading at the Proficient level has slowly increased from year to year but still falls below the district average. Perhaps more concerning is the small group of ED students who are reading at the Proficient level. The percentage decreased from 27% in 2017 and 2018, to 22% in 2019. All subgroups performed well below the district average in the ALL category.

## **Newton County Schools: Needs Assessment and Root Cause Analysis**

Survey data was collected and supports our need to improve reading proficiency for children and students in Newton County. The Georgia Literacy Needs Assessment Survey was administered during the needs assessment process and revealed several areas of concern.

FO= Fully Operational   OP= Operational   \*EM= Emerging   NE= Not Evident

	FO	OP	EM	NE
A partnership of early learning leaders/stakeholders has been formed and consistently meets to develop and implement quality programming for children ages birth through 5 <sup>th</sup> grade.	12%	37%	41%	15%
The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth- 5 <sup>th</sup> Grade)	16%	31%	44%	12%
Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth-12 <sup>th</sup> Grade)	19%	32%	45%	9%
Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.	14%	34%	42%	13%
Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (Birth through 12 <sup>th</sup> Grade)	12%	32%	41%	19%

The last question on the survey asked participants to identify glows and grows within our current literacy programs. Some of the responses were

- (I) “feel that our school could grow in the area of literacy particularly when it comes to encouraging students to read and write for fun”
- “getting students more involved and interested in reading”
- “finding new phonics programs”
- “our school needs a program that scaffolds from PK/K to help our students develop phonemic awareness, phonics, fluency, and comprehension...”
- “guided reading is showing gains in student reading, but there is still a need for more phonics instruction”
- “better phonics for K-1”
- “programs offered at the local library and the school system's Book Bus aid in literacy development within the community”

A second survey was administered that focused solely on professional learning in literacy within our feeder pattern. Participants were able to submit multi-selected responses for areas related to high-quality PL, delivery models, and topics of interests. The top 5 selected responses are included in Table 3.4.

<b>Valuable PL Experience</b>	<ol style="list-style-type: none"> <li>1. Working Collaboratively with Peers-80%</li> <li>2. ½ Day Workshops- 51%</li> <li>3. Job-Embedded PL with Coaching-48%</li> <li>4. 1 Day Workshops-47%</li> <li>5. Conferences-43%</li> </ol>
<b>Preferred PL Delivery Model</b>	<ol style="list-style-type: none"> <li>1. During Release Time with Coverage-65%</li> <li>2. Online-49%</li> <li>3. During Planning-44%</li> <li>4. After School-21%</li> <li>5. During the Summer -17%</li> </ol>

## Newton County Schools: Needs Assessment and Root Cause Analysis

<b>Preferred PL Topics</b>	<ol style="list-style-type: none"> <li>1. Comprehension-39%</li> <li>2. Constructed Response and Extended Response-36%</li> <li>3. Literacy Circles/Centers/Stations-tied-35% Evidence-based Literacy Strategies-tied-35%</li> <li>4. Foundational Reading Skills-33%</li> <li>5. RTI Intervention Tools-31%</li> </ol>
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The most common qualitative responses were the need for more resources, PL time, modeling, and technology. Additional PL needs were

- “skills for different reading levels”
- “research strategies that work”
- “PL topics on integrating other subjects and writing”
- “social & emotional learning tools and strategies...”
- “workshops/training during normal school hours with coverage...”
- “...training sessions at RESA or other venues during the week with coverage provided”
- “phonics instruction both PL and resources”
- “an effective writing program...”

### Early Care and Education Providers

	County	State
<b>Total Early Learning Providers<sup>1</sup></b>	<b>46</b>	<b>5,069</b>
Child Care Learning Centers	21	2,725
<i>Licensed to serve infants</i>	95%	86%
<i>Licensed to serve toddlers</i>	95%	93%
<i>Licensed to serve preschoolers</i>	100%	99%
Family Child Care Learning Homes	9	1,408
<i>Licensed to serve infants</i>	89%	85%
<i>Licensed to serve toddlers</i>	89%	96%
<i>Licensed to serve preschoolers</i>	89%	94%
Other Providers <sup>†</sup>	16	936
<b>Total Licensed Capacity<sup>*1</sup></b>	<b>2,703</b>	<b>326,234</b>
Quality Rated: <sup>#</sup>	63%	54%
Child Care Learning Centers	2,649	317,830
Quality Rated: <sup>#</sup>	64%	54%
<i>1-star programs</i>	13%	16%
<i>2-star programs</i>	50%	29%
<i>3-star programs</i>	0%	9%
Family Child Care Learning Homes	54	8,404
Quality Rated: <sup>#</sup>	33%	31%
<i>1-star programs</i>	11%	6%
<i>2-star programs</i>	22%	14%
<i>3-star programs</i>	0%	11%

Early care and education data related to Birth to Age 5 indicates at least five areas of concern in our community.

**Area 1-** Appropriate Instruction and Curriculum: There are 46 early learning providers in the county, but only 21 are licensed childcare learning centers that serve preschoolers.

**Area 2-** Professional Learning: Only 64% of childcare learning centers are Quality Rated.

**Area 3-** Family Engagement Strategies: Newton County is a Get Georgia Reading community; however, family activities that support early literacy are limited due to a lack of resources.

**Area 4-** Leadership Effectiveness: None of the Quality Rated child care centers are rated 3-stars. However, a Quality Rated Peer Support Network was recently developed to start conversations with leaders related to increasing star ratings.

**Area 5-** Other Supports: Positive literacy outcomes, rely on engaging the “whole child.” Wrap-around services are needed so that all children can access early literacy, especially children who were born prematurely or with low-birth weight, whose parents do not have a high school diploma, and/or who live in poverty (Table 1.3).



## **Newton County Schools: Needs Assessment and Root Cause Analysis**

Overall, data-analysis of the feeder pattern indicates several areas of concern related to the 6 Building Blocks for Literacy- important components identified by research to maximize literacy access for all students (Why, p.16).

Building Block		Area of Concern
<b>BB1: Community Partnerships</b>	→	Lack of partnerships that support literacy development from Birth to 12 <sup>th</sup> grade
<b>BB2: Engaged Leadership</b>	→	Lack of support for evidence-based literacy instruction
<b>BB3: Continuity of Instruction</b>	→	Lack of consistent literacy focus and instruction from Birth to 12 <sup>th</sup> grade
<b>BB4: Ongoing Assessments</b>	→	Lack of a comprehensive assessment system to improve teaching and learning
<b>BB5: Tiered Supports</b>	→	Lack of comprehensive literacy supports across the curriculum
<b>BB6: Professional Learning</b>	→	Lack of ongoing PL that focuses on literacy and evidence-based practices

### ***B-5, K-12: Comprehensive Needs Assessment and Root Cause Analysis:***

To determine our established needs, Newton County’s needs assessment process was modeled after the Georgia’s System for Continuous Improvement. The improvement framework serves as a guideline for “what” to improve known as the systems and “how” to improve known as the processes (GaDOE, 2017). The guideline helps district and schools develop improvement plans based on identified needs and root causes that are determined using the 5 Why’s. The plans are a culmination of data analysis that include assessment results; the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment survey; the Statewide Longitudinal Data System (SLDS), and community statistics. Cross-departmental teams perform data-analysis, and leadership teams meet to discuss implementation and how to measure progress. The process encompassed stakeholders from Birth to Age 5, P-20 partners, community and business organizations, parents, and educators- including leaders, content and ancillary teachers, CTAE, and paraprofessionals. A common theme among all plans, including the District 5-Year Strategic Plan, is a need to close achievement gaps related to literacy instruction and a need for ongoing professional learning.

## Newton County Schools: Needs Assessment and Root Cause Analysis

Table 3.5 Comprehensive Needs Assessment and Root Cause Analysis			
Overarching Need : Increase academic achievement for students in all subject areas to ensure career and college readiness (CNA 1)			
Alignment	Root Causes	Actions	Assets
<p><b>SP.1</b> Student Achievement <b>SP.2</b> Workforce <b>SP.3</b> Culture, Climate</p> <p><b>BB1</b> Partnerships <b>BB2</b> Leadership <b>BB3</b> Instruction <b>BB4</b> Assessments <b>BB5</b> Supports <b>BB6</b> PL</p>	<ul style="list-style-type: none"> <li>• Lack of students with reading Lexile level at or above grade level</li> <li>• 70% of students living in poverty which creates challenges to effectively educate all students</li> <li>• Lack of rigor in the curriculum to increase student engagement and motivation</li> <li>• Current class sizes often limit opportunities to effectively reach all students</li> <li>• Poverty impacting experiential learning</li> <li>• Students enter school without foundational skills</li> <li>• Limited parent and family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support through the Literacy Task Force</li> <li>• Provide support through School Literacy Teams</li> <li>• Provide support through Vertical and Horizontal Planning</li> <li>• Provide support through materials, supplies, services, and equipment to enhance literacy instruction for all students- RTI, ELL, and SWD</li> <li>• Provide support and training for analyzing student data and adjusting instruction accordingly</li> <li>• Provide support and training for tiered interventions and evidence-based interventions and adjusting instruction accordingly</li> <li>• Provide support for program and progress monitoring</li> <li>• Provide support for analyzing multiple data points to support literacy</li> <li>• Provide support for implementing, monitoring, and expanding disciplinary literacy</li> <li>• Increase access to a variety of texts, print and on-line</li> <li>• Expand the Get Georgia Reading Campaign</li> <li>• Expand parent, family, and community initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Coaches at each school</li> <li>• PLC's at each school</li> <li>• RTI Coordinator and MTSS Specialists</li> <li>• ELL Coordinator</li> <li>• SPED Director and Instructional Specialists</li> <li>• Testing and Evaluation Director</li> <li>• Technology Director and Specialists</li> <li>• Parent and Family Engagement Coordinator</li> <li>• Collaborative Planning Time</li> <li>• Job-embedded Professional Learning</li> <li>• Planning Protocol</li> <li>• Instructional Walkthrough Protocol</li> <li>• RTI Intervention Bank</li> <li>• Common Benchmarks</li> </ul>
Overarching Need: Provide professional learning to support academic achievement (CNA 3)			
Alignment	Root Causes	Actions	Assets
<p><b>SP.1</b> Student Achievement <b>SP.2</b> Workforce</p> <p><b>BB1</b> Partnerships</p>	<ul style="list-style-type: none"> <li>• Lack of professional learning addressing implementation of evidence-based strategies and building background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support through the Literacy Task Force</li> <li>• Provide PL to instructional staff and leaders for effective evidence-based literacy strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary and Secondary Directors, Coordinators</li> <li>• Elementary and Secondary Literacy Specialists</li> </ul>

## Newton County Schools: Needs Assessment and Root Cause Analysis

<b>BB2 Leadership</b> <b>BB3 Instruction</b> <b>BB4 Assessments</b> <b>BB5 Supports</b> <b>BB6 PL</b>	<ul style="list-style-type: none"> <li>• Lack of professional learning that focuses on strategies and resources to address the needs of all students/subgroups</li> <li>• Lack of professional learning related to data analysis and making informed decisions based on relevant data</li> <li>• Lack of professional learning on how to integrate technology in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL to instructional staff and leaders for RTI, ELL and SWD</li> <li>• Provide PL to instructional staff to address the root causes of identified needs and academic concerns</li> <li>• Provide PL to early child care centers, stakeholders, and parents using evidence-based strategies</li> <li>• Provide PL to educate instructional staff on how to work with parents and families</li> <li>• Provide PL resources aligned to areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• District and School PLC's</li> <li>• RTI Coordinator, MTSS Specialists</li> <li>• ELL Coordinator</li> <li>• SPED Director, Instructional Specialists</li> <li>• Testing and Evaluation Director</li> <li>• Instructional Technology Specialists</li> <li>• Parent and Family Engagement Coordinator</li> <li>• Collaborative Planning Time</li> <li>• Job-embedded Professional Learning</li> <li>• Planning Protocol</li> <li>• Instructional Walkthrough Protocol</li> <li>• RTI Intervention Bank</li> <li>• Canvas Learning Platform</li> </ul>
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The following Literacy Goals were developed based on the needs assessment, root cause analysis, and the examination of current systems related to literacy instruction (Table 3.6):

- **Literacy Plan Goal 1:** Provide strategic direction for partnerships in order to support the literacy development of Birth to 12th grade children and students (BB1 Community Partnerships)
- **Literacy Plan Goal 2:** Create a literacy culture of engagement to improve literacy instruction (BB2 Engaged Leadership)
- **Literacy Plan Goal 3:** Ensure a consistent literacy focus across the curriculum (BB3 Continuity of Instruction)
- **Literacy Plan Goal 4:** Utilize a comprehensive assessment system for identifying the instructional needs of students (BB4 Ongoing Assessments)
- **Literacy Plan Goal 5:** Provide tiered supports for literacy instruction across the curriculum (BB5 Tiered Supports)
- **Literacy Plan Goal 6:** Provide ongoing professional learning in literacy to instructional staff and stakeholders (BB6 PL in Literacy Instruction)

## Newton County Schools: Needs Assessment and Root Cause Analysis

**Table 3.6 Systems of Continuous Improvement**

<b>Coherent Instruction</b>	<p><b>Past Instructional Initiatives</b></p> <ul style="list-style-type: none"> <li>• CCGPS Implementation (K-12)</li> <li>• *Standards-Based Classrooms (K-12)</li> <li>• *Curriculum Maps (K-12)</li> <li>• *District-wide Benchmarks (K-12)</li> <li>• *Professional Learning Communities (K-12)</li> <li>• *Reading Endorsements</li> <li>• *Leadership Teams</li> <li>• *Instructional Coaches Trainings</li> <li>• *Focus Walks</li> <li>• *Differentiated Instruction</li> <li>• Learning Focus</li> <li>• Star Literacy</li> <li>• DIBELS</li> <li>• *21<sup>st</sup> Century After-School Program (select schools)</li> </ul> <p><i>* past and current</i></p>	<p><b>Current Instructional Initiatives</b></p> <ul style="list-style-type: none"> <li>• GSE Implementation (K-12)</li> <li>• Daily 5 Literacy (K-12, select schools)</li> <li>• Instructional Framework</li> <li>• Canvas Learning Platform</li> <li>• Traits Writing</li> <li>• Next Step Forward Guided Reading</li> <li>• Words Their Way</li> <li>• Writers and Readers Workshops</li> <li>• Corrective Reading</li> <li>• Leveled Text Sets</li> <li>• Tutormate Reading Program</li> <li>• PBIS (K-12)</li> <li>• GLISI (K-12)</li> <li>• RTI/MTSS</li> <li>• GCA Asselets/Benchmarks</li> <li>• Fastbridge Assessments</li> <li>• USA Test Prep</li> <li>• TKES/LKES</li> </ul>
<b>How to Identify Students for Literacy Interventions</b>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ K: 1<sup>st</sup> 9 Weeks- Names a combination of 40 letters or letter sounds; Writes name; Knows 5 sight words</li> <li>○ K: 2<sup>nd</sup> 9 Weeks- Names all 52 letters and sounds; Forms all letters; Knows 20 sight words; Retells stories in logical sequence</li> <li>○ K: 3<sup>rd</sup>-4<sup>th</sup> 9 Weeks- Names all 52 letters and sounds; Forms all letters; Knows 50 sight words; Blends 3 letter words; Retells stories in logical sequence</li> <li>○ 1<sup>st</sup>-8<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>○ 1<sup>st</sup>-8<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexile b. Grades c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> <li>○ 9<sup>th</sup>-12<sup>th</sup>: Primary Indicator: a. Previous Year Transcript (ITBS, GMAS) b. 2 or more classes failed</li> <li>○ 9<sup>th</sup>-12<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexile b. EOC data c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> </ul> </li> <li>• Progress Monitoring- Fastbridge Learning</li> <li>• Data Analysis- Illuminate, SLDS, Assessment Reports, Grades</li> </ul>	
<b>Community Family Engagement and Empowerment</b>	<ul style="list-style-type: none"> <li>• Literacy Task Force</li> <li>• Title I Parent and School Liaisons/ Foster Care and Homeless Liaison</li> <li>• Parent Mentors, Parent and Family Surveys</li> <li>• Sheriff's Office- CHAMPS program</li> <li>• Boys and Girls Club</li> <li>• Partnerships (Family Connections, Newton Education Foundation, Newton Drug Coalition, Dart Foundation, General Mills, Snapping Shoals EMC)</li> <li>• Social Media: NCS Facebook, Twitter, Instagram; School Messenger</li> </ul>	
<b>Engaged Leadership</b>	<ul style="list-style-type: none"> <li>• District Leadership Team meetings-monthly</li> <li>• Separate Elementary and Secondary Leaders meetings-monthly</li> <li>• District and School Leadership Retreat- annually</li> <li>• GLISI and GAEL Conferences-annually</li> <li>• Book Studies-monthly</li> </ul>	
<b>Positive Learning Environment</b>	<ul style="list-style-type: none"> <li>• School Climate Ratings: 3 Stars (Middle Ridge ES, Cousins and Indian Creek MS, Newton HS), 4 Stars (Live Oak, Porterdale, and South Salem ES)</li> <li>• PBIS Implementation: All feeder pattern schools</li> </ul>	

## Newton County Schools: Needs Assessment and Root Cause Analysis

	<ul style="list-style-type: none"> <li>• Capturing Kids Heart Training</li> <li>• No Place for Hate- District Implementation Distinction</li> </ul>																											
<b>Professional Capacity</b>	<ul style="list-style-type: none"> <li>• 95 Administrators; all with a Master’s Degree or Higher; 21 years avg. experience</li> <li>• 1,226 Teachers: 636 with a Master’s Degree or Higher, 12 years avg. experience</li> <li>• 2018-2019 District Retention Rate: 82%</li> <li>• Feeder Pattern New Teachers: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">% of New Teachers 2018-19</th> </tr> <tr> <th></th> <th>Feeder</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>LOES</td> <td>38.57%</td> <td>17.79%</td> </tr> <tr> <td>MRES</td> <td>29.41%</td> <td>17.79%</td> </tr> <tr> <td>PDES</td> <td>25.81%</td> <td>17.79%</td> </tr> <tr> <td>SSES</td> <td>22.58%</td> <td>17.79%</td> </tr> <tr> <td>COMS</td> <td>29.63%</td> <td>20.4%</td> </tr> <tr> <td>ICMS</td> <td>23.08%</td> <td>20.4%</td> </tr> <tr> <td>NHS</td> <td>28.7%</td> <td>18.67%</td> </tr> </tbody> </table> </li> <li>• UpBeat Teacher Engagement and Retention Platform</li> <li>• 10 Professional Learning Days for Teachers and Leaders</li> <li>• New Teacher Induction: BEST Program</li> <li>• Leadership Academy</li> <li>• Evaluation Systems: TKES/ LKES</li> <li>• Focus Walks: Edivate</li> <li>• PLC’s, Endorsements, and Advanced Placement Trainings</li> </ul>	% of New Teachers 2018-19				Feeder	State	LOES	38.57%	17.79%	MRES	29.41%	17.79%	PDES	25.81%	17.79%	SSES	22.58%	17.79%	COMS	29.63%	20.4%	ICMS	23.08%	20.4%	NHS	28.7%	18.67%
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ICMS	23.08%	20.4%																										
NHS	28.7%	18.67%																										
<b>Other Supports for the Whole Child and Well-Rounded</b>	<ul style="list-style-type: none"> <li>• Newton Family Connections</li> <li>• Truancy Intervention Board</li> <li>• Check In Check Out, Sources of Strength, and Youth Mental Health First Aid</li> <li>• Viewpoint Health Clinicians, Nurses and Social Workers</li> </ul>																											

**Coordination Efforts with B-5, out of school providers and community organizations:** Newton County Schools is committed to coordinating efforts with Birth to Age 5 (B-5) partners and community organizations to address the identified literacy goals. Our county ranks high for the percentage of children under age 5 compared to the total population. According to Proximity One, 8.4% of Newton’s population consists of children under the age of 5, and Newton ranks 30<sup>th</sup> out of 183 counties. The transition for these children from early learning centers to kindergarten can be challenging. With resources provided through the L4GA grant, we will create a system of support for the varying levels of school readiness, social development, and backgrounds to ensure that their transition is a smooth one. The Literacy Task Force will serve as the primary vehicle for coordinating efforts with B-5 and community partners. Meetings will be scheduled monthly and will include representatives from all partnerships. All L4GA Plans- Literacy, Performance, Project, PL, and Assessment- will be used as guiding documents and will outline actions based on relevant data, person’s responsible, and timelines. Decisions regarding professional learning, resources, training, and technology will be determined based on student and community data and coordinated by district and school level administrators. Initially, LTF meetings will be planned weekly to provide B-5 partners opportunities for shared-decision making and to connect them with stakeholders whose work already addresses the 4 Pillars. Additional needed stakeholders and supports will be an ongoing discussion.

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

<b>Literacy Plan Goal 1: Provide strategic direction for partnerships in order to support the literacy development of Birth to 12<sup>th</sup> grade children and students (BB1 Community Partnerships)</b>			
<b>1.1 Objective:</b> Create a partnership of literacy leaders and community members to develop and implement quality programs			
<b>1.2 Objective:</b> Create a systemic process for an effective approach to literacy instruction that involves all stakeholders			
<b>Outcomes:</b> Increased community engagement, Increased school readiness, Shared literacy vision			
<b>Measures:</b> Agendas, Sign-In Sheets, Minutes, Planning Notes and Flyers, Partnership Data, Revised Improvement Plans			
<b>When:</b> July-May: Daily <b>Funding:</b> L4GA (B-12)			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, Parents, Community Members	<p><b>1.1.1</b> Implement a Literacy Task Force (How, p.21)</p> <p><b>1.1.2</b> Enlist community partners to support literacy events</p> <p><b>1.1.3</b> Host literacy events in schools and within the community (What, p. 7)</p> <p><b>1.1.4</b> Make available high-interest reading materials and literacy resources throughout the community (What, p. 7)</p> <p><b>1.2.1</b> Involve stakeholders in the CNA process for implementing, monitoring, and revising literacy improvement plans</p> <p><b>1.2.2</b> Collect and analyze community data to inform literacy instruction</p> <p><b>1.2.3</b> Share literacy goals, plans, and successes with the community</p>	<ul style="list-style-type: none"> <li>• Community Planning Kit <a href="http://getgeorgiareading.org/resources-overview/community-action-toolkit/">http://getgeorgiareading.org/resources-overview/community-action-toolkit/</a></li> <li>• Planning Protocol (D.Venable)</li> <li>• Continuous Improvement Toolbox <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx</a></li> <li>• Literacy Team Process Guides <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx</a></li> <li>• NCS Parent and Family Engagement Plan</li> <li>• GaDoe Model Reading List Guide <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx</a></li> <li>• Illuminate Education Data Tools <a href="https://www.illuminateed.com/">https://www.illuminateed.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Community Coalition</li> <li>• Community Engagement</li> <li>• Parent and Family Engagement</li> <li>• Aligned Literacy Vision in schools and community</li> <li>• Evidence-Based Process for identifying the instructional needs of students</li> <li>• Effective Professional Learning Communities</li> </ul>
<b>Supports Needed:</b> Flexible Schedules, L4GA Program Manager, PL Consultant, Stipends, Data System, Literacy Materials and Resources for the school and community			

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

Literacy Plan Goal 2: Create a literacy culture of engagement to improve literacy instruction (BB2 Engaged Leadership)			
<p><b>2.1 Objective:</b> Demonstrate a commitment to learn about and support evidence-based literacy instruction</p> <p><b>2.2 Objective:</b> Establish a school literacy team that actively affects change in educator practices</p> <p><b>Outcomes:</b> Increased educator capacity, Increased student achievement in literacy, Increased literacy engagement</p> <p><b>Measures:</b> PL and Planning Agendas, Sign-In Sheets, PL and Planning Schedules, Observation Data, Benchmarks, Formative, Summative, GMAS Data</p> <p><b>When:</b> July-May: Daily <b>Funding:</b> L4GA (B-12), General, Title I-II</p>			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, Parents, Community Members	<p><b>2.1.1</b> Provide PL based on student data and teacher needs (How, p. 1)</p> <p><b>2.1.2</b> Provide time and support for all staff to participate in planning time and PL (How, p.1)</p> <p><b>2.1.3</b> Schedule regular literacy observations to monitor effective literacy practices (How, p.1)</p> <p><b>2.2.1</b> Schedule and protect time for literacy team meetings</p> <p><b>2.2.2</b> Vary team members to include media specialists, parents, and stakeholder representatives</p> <p><b>2.2.3</b> Analyze multiple data points to develop priorities for improvement</p>	<ul style="list-style-type: none"> <li>• Planning Protocol (D.Venable)</li> <li>• Continuous Improvement Toolbox <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx</a></li> <li>• Collaborative Planning Resource Guide <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx">https://www.gadoe.org/School-Improvement-Services/Pages/Process-Guides.aspx</a></li> <li>• WWC Foundation Skills Support Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/21">https://ies.ed.gov/ncee/wwc/PracticeGuide/21</a></li> <li>• Evidence-Based Practices <a href="https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy</a></li> <li>• Marzano Meta-Analysis Strategies Database <a href="https://www.marzanoresources.com/-research/database">https://www.marzanoresources.com/-research/database</a></li> <li>• Jim Knight Impact Coaching <a href="https://www.instructionalcoaching.com/-resources/">https://www.instructionalcoaching.com/-resources/</a></li> <li>• Easton Protocols for Examining Student Work <a href="http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx">http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Engaged Leadership</li> <li>• Community Engagement</li> <li>• Parent and Family Engagement</li> <li>• Aligned Literacy Vision in schools and community</li> <li>• Evidence-Based Process for identifying the instructional needs of students</li> <li>• Effective Professional Learning Communities</li> </ul>

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

		<ul style="list-style-type: none"> <li>Literacy Walkthroughs <a href="https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf">https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf</a></li> <li>Effective Observations and Walkthroughs <a href="https://www.eduleadership.org/">https://www.eduleadership.org/</a></li> </ul>	
<b>Supports Needed:</b> Flexible Schedules, Release Time, L4GA Program Manager, L4GA GAEL Institute, PL Consultant, Stipends, Travel, PL Subscriptions, Materials and Resources			
<b>Literacy Plan Goal 3: Ensure a consistent literacy focus in schools and the community (BB3 Continuity of Instruction)</b>			
<p><b>3.1 Objective:</b> Connect families to school and community literacy resources</p> <p><b>3.2 Objective:</b> Incorporate literacy instruction across all areas</p> <p><b>3.3 Objective:</b> Develop active collaborative teams across all areas</p> <p><b>Outcomes:</b> Increased school readiness, Increased student achievement in literacy, Increased educator capacity, Shared literacy vision and approaches</p> <p><b>Measures:</b> Resource and Service brochures, Pamphlet, Flyers, Agendas, Sign-In Sheets, District and School Improvement Plans, Lesson Plans, Observation Data-TKES, Edivate; Benchmarks, Formative, Summative, GMAS Data</p> <p><b>When:</b> July-May: Daily <b>Funding:</b> L4GA (B-12), General, Title I-III</p>			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, Parents, Community Members	<p><b>3.1.1</b> Develop a plan to connect families to literacy resources and early learning services (brochures, media, events, invitations) (B-5 How, p.1,7)</p> <p><b>3.1.2</b> Provide specific literacy trainings and resources for families minimizing logistical challenges (B-5 How, p.7)</p> <p><b>3.2.1</b> Use evidence-based strategies and resources to support GSE Scope/Sequence; Monitor its fidelity (How, p.30)</p> <p><b>3.2.2</b> Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area (How, p.30)</p>	<ul style="list-style-type: none"> <li>Community Planning Kit <a href="http://getgeorgiareading.org/resources-overview/community-action-toolkit/">http://getgeorgiareading.org/resources-overview/community-action-toolkit/</a></li> <li>NCS Parent and Family Engagement Plan</li> <li>Planning Protocol (D.Venable)</li> <li>Continuous Improvement Toolbox <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx</a></li> <li>Collaborative Planning Resource Guide <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx</a></li> <li>WWC Foundation Skills Support Guide</li> </ul>	<ul style="list-style-type: none"> <li>Early Learning and Literacy Resource Bank</li> <li>School/Family/Community Connections</li> <li>Community Engagement</li> <li>Aligned Program Curriculum and Instruction</li> <li>Evidence-Based Process for identifying the instructional needs of students</li> <li>Effective Professional Learning Communities</li> </ul>



## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

	<p><b>3.3.1</b> Develop cross-disciplinary/ vertical/ horizontal teams to plan for literacy development in all areas (What, p.7)</p> <p><b>3.3.2</b> Schedule time for teams to meet for regular collaboration and examination of student data/work (What, p.7)</p> <p><b>3.3.3</b> Provide access to high-interest texts, leveled texts, and resources for all areas</p>	<p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/21">https://ies.ed.gov/ncee/wwc/PracticeGuide/21</a></p> <ul style="list-style-type: none"> <li>• Evidence-Based Practices <a href="https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=.Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=.Literacy</a></li> <li>• Marzano Meta-Analysis Strategies Database <a href="https://www.marzanoresources.com/-research/database">https://www.marzanoresources.com/-research/database</a></li> <li>• Jim Knight Impact Coaching <a href="https://www.instructionalcoaching.com/-resources/">https://www.instructionalcoaching.com/-resources/</a></li> <li>• Easton Protocols for Examining Student Work <a href="http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx">http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx</a></li> <li>• Literacy Walkthroughs <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf</a></li> <li>• Effective Observations and Walkthroughs <a href="https://www.eduleadership.org/">https://www.eduleadership.org/</a></li> <li>• GaDoe Model Reading List Guide <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx</a></li> </ul>
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**Supports Needed:** Flexible Schedules, Release Time, L4GA Program Manager, L4GA GAEL Institute, PL Consultant, Stipends, Travel, PL Subscriptions, Materials and Resources, Internet Access, Technology, Instructional Resources, Student Resources, Leveled Texts, High-Interest Texts

**Literacy Plan Goal 4: Utilize a comprehensive assessment system for identifying the instructional needs of students (BB4 Ongoing Assessments)**

**4.1 Objective:** Use a variety of assessments to guide classroom instruction and interventions

**4.2 Objective:** Analyze assessment data to guide classroom instruction and interventions

**Outcomes:** Increased school readiness, Increased student achievement in literacy, Increased educator capacity, Shared literacy vision and approaches

**Measures:** Assessment Plan; Assessment Reports-Illuminate, EduClimber; PL and MTSS Planning Agendas; Sign-In Sheets

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

<b>When:</b> July-May: Daily <b>Funding:</b> L4GA (B-12), General, Title I			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, RTI Teams, Parents, Community Members	<p><b>4.1.1</b> Identify and purchase assessment and intervention materials aligned with students' needs</p> <p><b>4.1.2</b> Develop formative and summative assessments to identify achievement levels of all students (What, p.8)</p> <p><b>4.2.1</b> Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI (How, p.34)</p> <p><b>4.2.2</b> Devote time in team meetings to review and analyze assessment results to identify needed program and instructional adjustments (What, p.9)</p> <p><b>4.2.3</b> Disaggregate data with teachers/stakeholders to ensure the progress of students and subgroups (How, p.38)</p>	<ul style="list-style-type: none"> <li>• Assessment Plan</li> <li>• The Perfect Assessment System <a href="http://www.ascd.org/">http://www.ascd.org/</a></li> <li>• Illuminate Education Data Tools <a href="https://www.illuminateed.com/">https://www.illuminateed.com/</a></li> <li>• Tiered Fidelity System <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx</a></li> <li>• IES PLC Facilitating Guide <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp">https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp</a></li> <li>• Marzano Assessments and Grading <a href="https://www.marzanoresources.com/reproducible/formative_assessment">https://www.marzanoresources.com/reproducible/formative_assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Protocol</li> <li>• Aligned Program Curriculum and Assessments</li> <li>• Evidence-Based Process for identifying the instructional needs of students</li> <li>• Clearly defined MTSS Protocol</li> <li>• Effective Professional Learning Communities and Data Teams</li> </ul>
<b>Supports Needed:</b> Flexible Schedules, Release Time, L4GA Program Manager, L4GA GAEL Institute, PL Consultant, Stipends, Travel, PL Subscriptions, Materials and Resources, Internet Access, Technology, Instructional Resources, Intervention Resources, Assessment Systems			
<b>Literacy Plan Goal 5: Provide tiered supports for literacy instruction across the curriculum (BB5 Tiered Supports)</b>			
<b>5.1 Objective:</b> Develop comprehensive literacy supports for reading and writing that will engage students and stakeholders			
<b>Outcomes:</b> Increased school readiness, Increased student achievement in literacy, Increased educator capacity, Increased school and community engagement, Decreased achievement gaps			
<b>Measures:</b> RTI Reports; Assessment Reports-Illuminate, EduClimber; PL and RTI Planning Agendas; Sign-In Sheets, Lesson Plans, School Schedules			
<b>When:</b> July-May: Daily <b>Funding:</b> L4GA (B-12), General, Title I			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, RTI Teams,	<b>5.1.1</b> Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)	<ul style="list-style-type: none"> <li>• Planning Protocol (D.Venable)</li> <li>• Continuous Improvement Toolbox <a href="https://www.gadoe.org/School-Improvement/School-Improvement-">https://www.gadoe.org/School-Improvement/School-Improvement-</a></li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Protocol</li> <li>• Aligned Program Curriculum and Assessments</li> </ul>

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

<p>Parents, Community Members</p>	<p><b>5.1.2</b> Provide extended learning opportunities for students who fail to make target goals (How, p.15)</p> <p><b>5.1.3</b> Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</p> <p><b>5.1.4</b> Ensure all subject area teachers participate in professional learning on best practices in reading and writing instruction in all content areas (What, p.10)</p> <p><b>5.1.5</b> Leverage technology within the learning process to promote engagement and relevance (What, p.11)</p> <p><b>5.1.6</b> Provide evidence-based literacy blocks and instructional time (How, p.14)</p> <p><b>5.1.7</b> Provide access for all stakeholders to curriculum maps and unit organizers or other curricular supports (How, p.14)</p> <p><b>5.1.8</b> Utilize Get Georgia Reading Campaign resources in schools and the community</p>	<p><a href="#">Services/Pages/Coherent-Instructional-System.aspx</a></p> <ul style="list-style-type: none"> <li>• Collaborative Planning Resource Guide <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx</a></li> <li>• WWC Foundation Skills Support Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/21">https://ies.ed.gov/ncee/wwc/PracticeGuide/21</a></li> <li>• Evidence-Based Practices <a href="https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy</a></li> <li>• Marzano Meta-Analysis Strategies Database <a href="https://www.marzanoresources.com/-research/database">https://www.marzanoresources.com/-research/database</a></li> <li>• Corrective Reading <a href="https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1andsortby=titleandorder=ascandbu=seg">https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1andsortby=titleandorder=ascandbu=seg</a></li> <li>• After School Alliance Guides <a href="http://www.afterschoolalliance.org/starting_aProgram.cfm">http://www.afterschoolalliance.org/starting_aProgram.cfm</a></li> <li>• GaDoe Model Reading List Guide <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Guidance-for-Developing-Model-K-12-Reading-Lists.aspx</a></li> <li>• Teaching Tools for Technology Integration <a href="https://www.georgiastandards.org/Resources/Pages/Tools/toolsandlinks.aspx">https://www.georgiastandards.org/Resources/Pages/Tools/toolsandlinks.aspx</a></li> <li>• Jim Knight Impact Coaching <a href="https://www.instructionalcoaching.com/-resources/">https://www.instructionalcoaching.com/-resources/</a></li> <li>• Easton Protocols for Examining Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined MTSS Protocol</li> <li>• Evidence-Based Interventions</li> <li>• Evidence-Based Process for identifying the instructional needs of students</li> <li>• Effective Professional Learning Communities</li> </ul>
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## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

		<a href="http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx">http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx</a> <ul style="list-style-type: none"> <li>Literacy Walkthroughs <a href="https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf">https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf</a></li> <li>Effective Observations and Walkthroughs <a href="https://www.eduleadership.org/">https://www.eduleadership.org/</a></li> <li>Get Georgia Reading Resources <a href="http://getgeorgiareading.org/resources-overview/">http://getgeorgiareading.org/resources-overview/</a></li> </ul>	
<b>Supports Needed:</b> Flexible Schedules, Release Time, L4GA Program Manager, L4GA GAEL Institute, PL Consultant, Stipends, Travel, PL Subscriptions, Materials and Resources, Internet Access, Technology, Instructional Resources, Intervention Resources, Assessment Systems, Student Extended Learning Time			
<b>Literacy Plan Goal 6: Provide ongoing professional learning in literacy to instructional staff and stakeholders (BB6 PL in Literacy Instruction)</b>			
<b>6.1 Objective:</b> Create professional learning opportunities that focus on literacy and the implementation of evidence-based practices <b>Outcomes:</b> Increased school readiness, Increased student achievement in literacy, Increased educator capacity, Shared literacy vision and approaches <b>Measures:</b> Assessment Reports-Illuminate, EduClimber; PL Agendas, Sign-In Sheets, Lesson Plans, Observation Data-TKES, Edivate <b>When:</b> July-June: Daily <b>Funding:</b> L4GA (B-12), General, Title I-II			
Who	What	How	Outputs
Stakeholder Groups, Teachers- content and ancillary, Paraprofessionals, School Leaders, District Leaders, Literacy Leaders, Parents, Community Members	<b>6.1.1</b> Provide PL on evidence-based instruction in the development of foundational skills <b>6.1.2</b> Provide PL in literacy instruction for all instructional personnel based on the needs revealed by student data, surveys, and teacher observations (What, p.13; How, p.14) <b>6.1.3</b> Provide PL on creating and using assessment data to inform literacy instruction <b>6.1.4</b> Provide PL collaboration time among primary, secondary, and postsecondary to increase understanding of literacy	<ul style="list-style-type: none"> <li>Planning Protocol (D.Venable)</li> <li>Continuous Improvement Toolbox <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Coherent-Instructional-System.aspx</a></li> <li>Collaborative Planning Resource Guide <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Process-Guides.aspx">https://www.gadoe.org/School-Improvement-Services/Pages/Process-Guides.aspx</a></li> <li>WWC Foundation Skills Support Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/21">https://ies.ed.gov/ncee/wwc/PracticeGuide/21</a></li> <li>GaDoe Standards-Based Classroom</li> </ul>	<ul style="list-style-type: none"> <li>PL Protocol</li> <li>Aligned Instruction and Professional Learning</li> <li>Evidence-Based Interventions</li> <li>Evidence-Based Process for identifying the instructional needs of students</li> <li>Effective Professional Learning Communities</li> <li>Aligned Evaluation System</li> </ul>

## Newton County Schools: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

	<p>instruction--with an emphasis on reading and writing (Why, p.37)</p> <p><b>6.1.5</b> Provide PL resources that support evidence-based literacy practices</p> <p><b>6.1.6</b> Monitor PL implementation for effectiveness</p>	<p><a href="https://www.georgiastandards.org/Georgia-Standards/Pages/ELA.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/ELA.aspx</a></p> <ul style="list-style-type: none"> <li>• Evidence-Based Practices <a href="https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results-?filters=,Literacy</a></li> <li>• Marzano Meta-Analysis Strategies Database <a href="https://www.marzanoresources.com/-research/database">https://www.marzanoresources.com/-research/database</a></li> <li>• Corrective Reading <a href="https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1andsortby=titleandorder=ascandbu=seg">https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1andsortby=titleandorder=ascandbu=seg</a></li> <li>• Jim Knight Impact Coaching <a href="https://www.instructionalcoaching.com/-resources/">https://www.instructionalcoaching.com/-resources/</a></li> <li>• Easton Protocols for Examining Student Work <a href="http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx">http://www.ascd.org/publications/books/-109037/chapters/Protocols-for-Examining-Student-Work.aspx</a></li> <li>• Literacy Walkthroughs <a href="https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf">https://ies.ed.gov/ncee/edlabs/regions/south-east/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf</a></li> <li>• Get Georgia Reading Resources <a href="http://getgeorgiareading.org/resources-overview/">http://getgeorgiareading.org/resources-overview/</a></li> </ul>	
<p><b>Supports Needed:</b> Flexible Schedules, Release Time, L4GA Program Manager, L4GA GAEL Institute, PL Consultant, Stipends, Travel, PL Subscriptions, Materials and Resources, Internet Access, Technology</p>			

## Newton County Schools: Partnership Narrative

**LEA Feeder System:** Newton County Schools (NCS) is a public school system with approximately 19,975 students. The system includes 14 elementary schools (K-5), 6 middle schools (6-8), 3 high schools (9-12), and a College and Career Academy. 21 of the 24 schools have Title I school-wide programs, and 40% of students are economically disadvantaged. Through the L4GA grant, we will serve schools in our largest feeder pattern with the highest need, the Newton High School Feeder Pattern (NHFP). The NHFP is comprised of Live Oak, Middle Ridge, Porterdale, and South Salem elementary schools; Cousins and Indian Creek middle schools; and Newton High School. Each of the elementary schools have Pre-K programs that will be served. Other early learning programs that will be included are Head Start, ABC Learning Center, Livingston Academy, and Discovery Point. Newton County will also leverage our P-20 partnerships, with Griffin RESA and the University of Georgia, to improve literacy outcomes. 95% of students who attend schools and programs in the NHFP live in Covington (the county seat), Oxford, or Porterdale community.

School	Black	White	Hispanic	Other	Total
Live Oak ES	909	26	58	49	1016
Middle Ridge ES	454	96	69	41	660
Porterdale ES	335	41	37	26	439
South Salem ES	525	173	112	55	865
Cousins MS	398	263	96	42	799
Indian Creek MS	332	503	46	40	921
Newton HS	1,821	186	241	126	2,374

School	Pre-K	Special Education	Economically Disadvantaged	ESOL	Gifted
Live Oak ES	75	122	546	36	35
Middle Ridge ES	54	112	440	34	27
Porterdale ES	31	62	187	23	32
South Salem ES	69	136	441	74	42
Cousins MS	n/a	112	340	30	98
Indian Creek MS	n/a	141	358	12	177
Newton HS	n/a	296	850	41	140

**Community and Population:** Newton County is located in the north central portion of Georgia and covers 279 square miles. The majority of the county is located in the sub-basin of the Altamaha River and is comprised of five municipalities: Covington, Oxford, Newborn, Mansfield, and Porterdale. Of Newton’s 109,541 residents, 46% of the population is Black, 45% are White, and 6% are Hispanic. (U.S. Census Report, 2018). The demographics of our feeder schools (Table 1.1) differs significantly from the county’s population, which is expected to increase to 166,200 residents by 2040 (ARC, 2018). Population influxes

## Newton County Schools: Partnership Narrative

have posed challenges in the past due to our limited resources. According to a Rutgers’s national report, Newton County is one of two fiscally disadvantaged school districts in the southeast region, with less than the state’s average funding and students with greater than average need (2017). Due to its close proximity to larger metro areas- Henry and Fulton County are 35 minute drives each from Newton- many of our residents work in neighboring counties. Other residents work mostly in manufacturing or in retail trade. Tourism is sparse with most visitors arriving from film industries for small-town feel productions. Our county is trademarked “The Hollywood of the South.” Community data for Newton County shows that challenges faced by residents are factors related to education and poverty levels. Factors that are equal to or higher than state averages are listed in Table 1.3 since Georgia’s literacy outcomes are significantly correlated to poverty ( $r^2 = .674$ ).

<b>Table 1.3 Newton County Demographics</b>		
Census Indicator	Newton	Georgia
<i>Poverty/Economy</i>		
<b>Poverty Level (2018)</b>	<b>14.8%</b>	<b>14.3%</b>
<b>Children Living in Poverty: 100%</b>	<b>26%</b>	<b>27%</b>
<b>Children Living in Poverty: 200%</b>	<b>54%</b>	<b>50%</b>
<b>Per Capita Income (2014-2018)</b>	<b>\$24,426</b>	<b>\$29,523</b>
<b>Median Value of Owned Homes (2014-2018)</b>	<b>\$139,900</b>	<b>\$166,800</b>
<i>Education</i>		
<b>Children Not Attending Pre-K (2013-2017)</b>	<b>50.8%</b>	<b>50.1%</b>
<b>Teens Not in School and Not Working: Age 16-19 (2013-2017)</b>	<b>9%</b>	<b>8.6%</b>
<b>Persons with a High School Degree or Higher (2013-2017)</b>	<b>85.2%</b>	<b>86.3%</b>
<b>Persons with a Bachelor’s Degree or Higher: Age 25+ (2014-2018)</b>	<b>19.6%</b>	<b>30.7%</b>
<i>Health</i>		
<b>Low-Birth Rates</b>	<b>10%</b>	<b>10%</b>
<b>Pre-Term Babies</b>	<b>13%</b>	<b>11%</b>
<b>Asthma-Related ER Visits Age 0-4 (rate per 10,000 population)</b>	<b>154.2</b>	<b>115.1</b>

**LEA-Partnership Partners and History:** Despite the challenges faced in the community and school system, we unite in our mission “to provide educational excellence for all students.” Many businesses, organizations, and agencies eagerly partner with our district and schools. To streamline our efforts, in 1998 the Newton County Community Partnership (NCCP) was formed. Since that time, the NCCP has evolved into Newton Family Connections (NFC), our primary structure for leveraging partnerships and providing multi-tiered supports to families and the community. NFC hosts a variety of initiatives including most recently the Get Georgia Reading Campaign. As a Get Georgia Reading community, we rally partnerships that focus on all children becoming proficient readers by the end of third grade. In

## Newton County Schools: Partnership Narrative

2009, the Newton Education Foundation (NEF) was founded with a similar mission. NEF does more than leverage resources to improve early literacy. They are active volunteers for our Book Bus program, which started in 2015 to provide books to children with limited access to libraries. Our partnership with the Juvenile Court System is key to student success. Almost 80% of status offense cases were truancy-related which is both a symptom and risk factor for more serious problems (SORC, 2015). In 2014-2015, the Truancy Intervention Board was established, and the number of juvenile complaints have decreased significantly over the years. NCS is partnering with the University of Georgia to improve P-20 collaboration. Although the university is not in our geographic area, some of our teachers are UGA graduates. The university will work with their teacher preparation program and our staff to increase teacher capacity. We will also continue our partnership with Griffin RESA who provides on-going support for areas of concerns, teachers, and leaders. Several additional partners are actively involved in our school system, the planning process for this grant application, and the Newton Community Literacy Task Force, to be formed in tandem with the L4GA program. A comprehensive list of Newton Partnerships is included in Table 1.4.

<b>Table 1.4 LEA Partnership-Partners</b>			
<b>Organization</b>	<b>Role of Organization</b>	<b>Contact/Title</b>	<b>Contact Information</b>
<b>Newton County Family Connections</b>	Connects families of NCS to school and community resources	Laura Bertram, Director	770-786-0807
<b>Newton County Education Foundation</b>	Partners with NCS to provide literacy resources	Loucy Hay, Chair	770-856-0792
<b>Newton County Early Learning</b>	Streamlines early learning initiatives in the community and NCS	Deena Sams, Director	770-787-1330
<b>Newton County Library</b>	Provides literacy resources and programs to NCS students and families	Lace Keaton, Director	770- 787-3231
<b>Newton County Lions Club</b>	Provides vision screenings for NCS students	Kevin Walsh, Coordinator	678-544-5538
<b>Newton County Boys and Girls Club</b>	Provides a safe place after school for NCS students and families	Nakita Williams, Club Director	470- 444-1914
<b>Newton County Headstart</b>	Prepares Newton County children for success in Kindergarten	Elaine Brown, Director	770-775-4293
<b>Newton County Sheriff's Department</b>	Provides school safety and character education in NCS	Ezell Brown, Sheriff	678- 625-1403
<b>ABC Childcare and Learning Center</b>	Prepares Newton County children for success in Kindergarten	Sonya Woodruff, Director	770-385-9057
<b>Discovery Point #42</b>	Prepares Newton County children for success in Kindergarten	Sherrie Johnson, Director	678-712-6550
<b>GAEL L4GA Leadership Institute</b>	Fosters L4GA collaboration and regional support for NCS	Buddy Costley, Executive Director	706-250-4803
<b>Griffin RESA</b>	Provides educational leadership and literacy support to NCS	Stephanie Gordy, Executive Director	770-229-3247



## Newton County Schools: Partnership Narrative

<b>Housing Authority of the City of Covington</b>	Provides a safe place after school for children and families	Heather Johnson, Coordinator	770-786-7739
<b>Livingston Academy</b>	Prepares Newton County children for success in Kindergarten	Kayle Hunt, Asst. Director	770-385-4008
<b>Piedmont Newton Hospital-First Steps</b>	Provides literacy support for new mothers and families	Missy Braden, Coordinator	770-385-4396
<b>Stakeholders</b>	Promotes and supports the NCS mission	Cara Richardson, Coordinator	770-787-1330
<b>University of Georgia</b>	Provides educational leadership and literacy support to NCS	Jamie Berry, Coordinator	404-668-5106

### *Engagement Plan for Early Childhood Education Providers:*

<b>Table 1.5 Engagement Plan</b>		
<b>Birth to Age 5</b>	<b>P-20 Partners</b>	<b>Community Organizations</b>
<ul style="list-style-type: none"> <li>• Connect Birth-5 partners with community organizations and volunteers</li> <li>• Invite Birth-5 partners to serve on the Literacy Task Force</li> <li>• Invite Birth-5 partners to participate in the literacy needs assessment process</li> <li>• Invite Birth-5 partners to participate in Professional Learning to increase literacy achievement</li> <li>• Collaborate to implement and monitor a Birth-5 Literacy Plan</li> <li>• Collaborate using data-driven protocols and routine analysis of literacy achievement</li> <li>• Expand early literacy resources in the community</li> <li>• Provide technical assistance for early literacy initiatives</li> <li>• Eliminate communication barriers between schools and early learning programs</li> </ul>	<ul style="list-style-type: none"> <li>• Share project goals and plans</li> <li>• Share data related to literacy achievement and outcomes</li> <li>• Invite P-20 partners to serve on the Literacy Task Force</li> <li>• Invite P-20 partners to participate in the literacy needs assessment process</li> <li>• Invite P-20 partners to participate in college and career readiness events, literacy events, and initiatives</li> <li>• Collaborate using data-driven protocols and routine analysis of literacy achievement</li> <li>• Attend P-20 Collaborative Meetings with P-20 partners in our assigned Metro Area</li> <li>• Collaborate with P-20 partners to improve teacher preparation for teacher candidates</li> <li>• Collaborate with P-20 partners to provide literacy support to early learning centers, teachers, leaders, community organizations, parents, and stakeholders</li> <li>• Connect P-20 partners to feeder programs and schools to partner and volunteer</li> <li>• Eliminate communication barriers between schools and P-20 partners</li> </ul>	<ul style="list-style-type: none"> <li>• Share project goals and plans</li> <li>• Share data related to literacy achievement and outcomes</li> <li>• Invite organizations and businesses to serve on the Literacy Task Force</li> <li>• Invite organizations and businesses to participate in the literacy needs assessment process</li> <li>• Invite organizations and businesses to participate in college and career readiness events, literacy events and initiatives</li> <li>• Collaborate using data-driven protocols and routine analysis of literacy achievement</li> <li>• Connect organizations and businesses to feeder programs and schools to partner and volunteer</li> <li>• Eliminate communication barriers between schools and the community</li> </ul>

## Newton County Schools: Partnership Narrative

**Climate Rating; PBIS Implementation:** The Georgia Climate Rating System is a tool used to assign schools a star climate rating based on surveys, discipline, and attendance data. A star rating of 1 indicates a poor school climate, and a star rating of 5 indicates an excellent school climate. In an effort to eliminate barriers that negatively affect school climate, Newton County began its implementation of Positive Behavior Interventions and Supports (PBIS) in 2012. Since that time, more than 11,490 students in our district attend a state-recognized PBIS school. All schools included in the grant application have successfully implemented PBIS at the Tier I level which has had a positive impact on school climate scores (Table 1.6).

<b>Table 1.6 Climate and PBIS</b>		
<b>School</b>	<b>SY19 Star Climate Rating</b>	<b>SY19 Level of PBIS Implementation</b>
<b>Live Oak ES</b>	<b>94 -- ★★★★★</b>	Emerging
<b>Middle Ridge ES</b>	<b>90 -- ★★★</b>	Emerging
<b>Porterdale ES</b>	<b>91 -- ★★★★★</b>	Operational
<b>South Salem ES</b>	<b>92 -- ★★★★★</b>	Installing
<b>Cousins MS</b>	<b>82 -- ★★★</b>	Installing
<b>Indian Creek MS</b>	<b>82 -- ★★★</b>	Installing
<b>Newton HS</b>	<b>81 -- ★★★</b>	Installing

**Student Literacy/ELA Outcomes of the Feeder System:** The Georgia Milestones Assessment (GMAS) is a criterion-referenced tests for 3<sup>rd</sup> through 12<sup>th</sup> graders and is based on the Georgia Standards of Excellence. Scores are reported based on standards mastery, and student performance is rated as Beginning, Developing, Proficient, or Distinguished. The most recent GMAS scores in Newton County reveal a decreasing percentage of students performing as Developing, Proficient, and Distinguished learners (Tables 1.8 and 1.9). The pattern continues across all grade levels in the district as well as when comparing our students’ performance to the performance of students in our region and state. Scores have also impacted school performance on the College and Career Performance Index, which is an annual tool used in Georgia to measure how well schools are preparing students for the next educational level.

<b>Table 1.7 CCRPI</b>		
		<b>Score</b>
<b>Live Oak ES</b>	<b>2018</b>	<b>63.2</b>
	<b>2019</b>	<b>59.7</b>
<b>Middle Ridge ES</b>	<b>2018</b>	<b>80</b>
	<b>2019</b>	<b>52.6</b>
<b>Porterdale ES</b>	<b>2018</b>	<b>56</b>
	<b>2019</b>	<b>52.2</b>
<b>South Salem ES</b>	<b>2018</b>	<b>67.8</b>
	<b>2019</b>	<b>53.6</b>
<b>Cousins MS</b>	<b>2018</b>	<b>65.7</b>

## Newton County Schools: Partnership Narrative

	2019	57.3
Indian Creek MS	2018	56.1
	2019	51.2
Newton HS	2018	65.3
	2019	57.6
District	2018	70.7
	2019	63.9
State	2018	76.6
	2019	75.9

		Feeder Schools	District
<b>3<sup>rd</sup> Grade</b>	2017	69	72
	2018	64	69
	2019	54	67
<b>4<sup>th</sup> Grade</b>	2017	70	76
	2018	63	72
	2019	57	68
<b>5<sup>th</sup> Grade</b>	2017	66	75
	2018	66	74
	2019	64	73
<b>6<sup>th</sup> Grade</b>	2017	68	70
	2018	64	63
	2019	68	67
<b>7<sup>th</sup> Grade</b>	2017	67	70
	2018	65	69
	2019	64	65
<b>8<sup>th</sup> Grade</b>	2017	83	83
	2018	73	76
	2019	66	72
<b>9<sup>th</sup> Grade</b>	2017	84	87
	2018	82	83
	2019	80	84
<b>11<sup>th</sup> Grade</b>	2017	78	87
	2018	80	83
	2019	73	80

The data for our feeder pattern shows a decreasing percentage of students scoring as Developing Learners and Above in ELA. The largest percent change was in 3<sup>rd</sup> and 8<sup>th</sup> grades. In 2017, 69% of 3<sup>rd</sup> graders scored at Developing Learner and Above, and in 2019 only 54% scored at that level. 83% of 8<sup>th</sup> graders scored at Developing Learner and Above in 2017, while only 66% scored at that level in 2019.

## Newton County Schools: Partnership Narrative

<b>Table 1.8 Literacy Outcomes</b>			
<b>% Reading at Grade Level &amp; Above GMAS: Lexile</b>			
		<b>Feeder Schools</b>	<b>District</b>
<b>3<sup>rd</sup> Grade</b>	<b>2017</b>	<b>70</b>	<b>70</b>
	<b>2018</b>	<b>62</b>	<b>67</b>
	<b>2019</b>	<b>57</b>	<b>68</b>
<b>4<sup>th</sup> Grade</b>	<b>2017</b>	<b>54</b>	<b>58</b>
	<b>2018</b>	<b>55</b>	<b>61</b>
	<b>2019</b>	<b>48</b>	<b>57</b>
<b>5<sup>th</sup> Grade</b>	<b>2017</b>	<b>65</b>	<b>72</b>
	<b>2018</b>	<b>59</b>	<b>64</b>
	<b>2019</b>	<b>62</b>	<b>78</b>
<b>6<sup>th</sup> Grade</b>	<b>2017</b>	<b>60</b>	<b>60</b>
	<b>2018</b>	<b>51</b>	<b>50</b>
	<b>2019</b>	<b>53</b>	<b>51</b>
<b>7<sup>th</sup> Grade</b>	<b>2017</b>	<b>68</b>	<b>69</b>
	<b>2018</b>	<b>65</b>	<b>67</b>
	<b>2019</b>	<b>68</b>	<b>66</b>
<b>8<sup>th</sup> Grade</b>	<b>2017</b>	<b>81</b>	<b>79</b>
	<b>2018</b>	<b>69</b>	<b>69</b>
	<b>2019</b>	<b>61</b>	<b>64</b>
<b>9<sup>th</sup> Grade</b>	<b>2017</b>	<b>84</b>	<b>84</b>
	<b>2018</b>	<b>78</b>	<b>79</b>
	<b>2019</b>	<b>76</b>	<b>79</b>
<b>11<sup>th</sup> Grade</b>	<b>2017</b>	<b>74</b>	<b>80</b>
	<b>2018</b>	<b>77</b>	<b>78</b>
	<b>2019</b>	<b>65</b>	<b>73</b>

Reading achievement was equally disappointing, especially in 3<sup>rd</sup> and 8<sup>th</sup> grades. The percent of 3<sup>rd</sup> graders with a Lexile measure  $\geq 520$  decreased by 13% from 2017 to 2019. The percent of 8<sup>th</sup> graders with a Lexile measure  $\geq 1010$  decreased by 20%. Reading performance at the high school has generally been higher than the elementary and middle schools but has steadily dipped in the last three years. In 2019, most of the feeder schools performed below the district average in reading – a troubling finding with about 40% of students reading below grade level.

## **Newton County Schools: Partnership Management Plan & Key Personnel**

**LEA Office Support:** Newton County Schools is well positioned to implement and manage the L4GA grant, which aligns to our 5-Year Strategic Plan and processes for continuous improvement. During the 2017-2018 school year, the Strategic Plan was updated to include the Portrait of a Graduate, which articulates our vision of the skills and competencies NCS graduates should possess. Utilizing processes developed by the Georgia School Board Association and Georgia Leadership Institute for School Improvement, an updated Strategic Plan was collaboratively developed by a diverse planning team that represented stakeholder groups, students, teachers, paraprofessionals, leaders, parents, community members and local agency representatives. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for system and school improvement. The four goal areas developed were Student Achievement and Success; High-Quality Work Force; Culture, Climate, and Communication; and Organizational and Operational Effectiveness. The Strategic Plan goals allow us to focus on the most critical needs so that staff are positioned to easily align investments, initiatives, and actions to achieve our vision of students who graduate well rounded and prepared for the future.

Strategic Plan	CNA	L4GA
<b>Goal Area 1:</b> Student Achievement and Success	→ <b>Overarching Need 1:</b> Increase academic achievement for students in all subject areas to ensure career and college readiness	→ <b>Outcome 1:</b> Student Foundational Literacy; Content and Disciplinary Literacy <b>Outcome 3:</b> Instructional Quality
<b>Goal Area 2:</b> High-Quality Work Force	→ <b>Overarching Need 3:</b> Provide professional learning to support academic achievement <b>Overarching Need 4:</b> Identify and retain high quality teachers	→ <b>Outcome 2:</b> Professional Capacity among teachers (pre-service and in-service) and other school staff <b>Outcome 3:</b> Instructional Quality
<b>Goal Area 3:</b> Culture, Climate, and Communication	→ <b>Overarching Need 2:</b> Provide additional support to schools for safety, social, emotional, and behavioral needs of students	→ <b>Outcome 4:</b> Community participation with literacy-related activities <b>Outcome 5:</b> School Climate
<b>Goal Area 4:</b> Organizational and Operational Workforce	→ <b>Overarching Need 2:</b> Provide additional support to schools for safety, social, emotional, and behavioral needs of students	→ <b>Outcome 2:</b> Professional Capacity among teachers (pre-service and in-service) and other school staff <b>Outcome 5:</b> School Climate

Each school also develops improvement plans utilizing a Comprehensive Needs Assessment (CNA) process for reviewing data and establishing measurable goals based on the needs of their school. All plans are aligned with the district’s 5-Year Strategic Plan and include strategies, timelines, persons’ responsible, and measurable evidence. To monitor school improvement results and provide support, the district’s

## **Newton County Schools: Partnership Management Plan & Key Personnel**

Executive Support Team (EST) was expanded in 2018 to include key positions that each align to the strategic goals. These individuals will marshal the implementation of the L4GA grant and its requirements from the district level and for all departments. The EST team members are Benjamin Roundtree, Chief Academic Officer; Dr. Sheila Thomas, Chief Officer of Strategy and Innovation; Dr. Mike Barr, Chief Officer of Operations; and Mrs. Nyree Sanders, Director of Human Resources. A new L4GA program manager will be hired to manage the implementation of the grant in our feeder schools and B-5 programs and the financial aspects of grant administration. The following table outlines the day-to-day responsibilities and workflow for managing the grant internally.

<b>Table 2.1 Grant Organization- District Level</b>		
<b>Samantha Fuhrey, Superintendent</b>		
<b>Strategic Plan Goal: Student Achievement and Academic Success</b> <b>Benjamin Roundtree, Chief Academic Officer</b>		
<b>Department</b>	<b>Persons Responsible/Title</b>	<b>Responsibilities</b>
<b>Curriculum</b>	Dr. Penny Mosley Director of Elementary Education	<ul style="list-style-type: none"> <li>• Provide technical assistance and support for school implementation, self-monitoring, and management (Literacy Instruction, Literacy Plans, Performance Plans, Assessments, Literacy Time, PLC's, Budgets)</li> <li>• Coordinate department activities and budgets to align with L4GA plans and budgets</li> <li>• Support L4GA grant requirements (Get Georgia Reading, Kick-Off Celebration, Webinars, Reporting)</li> <li>• Participate in Community Engagement and Parent and Family Engagement initiatives</li> <li>• Participate in Birth-12<sup>th</sup> grade Literacy Task Force activities</li> <li>• Conduct focus walks to provide feedback on the effectiveness of L4GA schools, programs, and early learning centers</li> </ul>
	Dr. Nikkita Warfield Director of Secondary Education	
Dr. Karen Dozier Elementary Coordinator		
Shundreia Neely Secondary Coordinator		
Dr. Tim Schmitt Director of CTAE and Workforce		
	<b>L4GA Program Manager (District Staff Designee)</b>	<ul style="list-style-type: none"> <li>• Coordinate L4GA alignment to the Strategic Plan, CNA, and improvement plans</li> <li>• Develop an annual CLTF meeting calendar; schedule and facilitate meetings</li> <li>• Coordinate B-12<sup>th</sup> grade services to include developing, managing, and approving budgets; scheduling PLC's, and serving as a liaison for the district, schools, and early learning centers</li> </ul>

## Newton County Schools: Partnership Management Plan & Key Personnel

		<ul style="list-style-type: none"> <li>Use data-analysis to inform the effectiveness of school implementation, self-monitoring, and management</li> <li>Obtain, secure, and submit all required grant documentation throughout the grant's entirety</li> </ul>
	Kimberly Wilber RTI/Gifted Coordinator	<ul style="list-style-type: none"> <li>Provide assistance for serving Tier 2-3 students and subgroups</li> <li>Provide assistance for selecting appropriate interventions</li> </ul>
	Brooke Ramsey Director of Special Education	<ul style="list-style-type: none"> <li>Provide assistance for serving students with disabilities</li> <li>Provide assistance for selecting appropriate resources for Individual Education Plans</li> </ul>
	Dr. Allison Jordan Director of Testing, Research, and Evaluation	<ul style="list-style-type: none"> <li>Provide assistance for implementing Assessment Plans</li> <li>Provide assistance for assessment data-analysis</li> <li>Provide assistance for establishing a fidelity check system for assessment administration/procedures/timelines</li> </ul>
<b>Strategic Plan Goal: Culture, Climate, and Communication</b> <b>Dr. Shelia Thomas, Chief Officer of Strategy and Innovation</b>		
<b>Department</b>	<b>Persons Responsible/Title</b>	<b>Responsibilities</b>
<b>Federal Programs</b>	Dr. Andrea Kinney Title-I Coordinator  Dr. Cara Richardson Parent and Family Engagement Coordinator	<ul style="list-style-type: none"> <li>Work with schools to ensure L4GA plans are supplemental to Title I improvement plans and budgets</li> <li>Provide support for Community Engagement and Parent and Family Engagement</li> </ul>
<b>Technology</b>	Dr. Adam Phyll Director of Technology  Dr. Jennifer Williams Technology Coordinator	<ul style="list-style-type: none"> <li>Coordinate technology installation and inventory for new purchases</li> <li>Provide assistance for selecting appropriate technology resources</li> </ul>
<b>Community Affairs</b>	Deena Sams Director of After School and Community Affairs	<ul style="list-style-type: none"> <li>Provide support to Birth-5 partners</li> <li>Work with schools to coordinate extended learning opportunities</li> </ul>
<b>Strategic Plan Goal: Organizational and Operational Effectiveness</b> <b>Dr. Mike Barr, Chief Operations Officer</b>		
<b>Department</b>	<b>Persons Responsible/Title</b>	<b>Responsibilities</b>
<b>Finance</b>	Erica Robinson Executive Financial Manager	<ul style="list-style-type: none"> <li>Verify internal control processes are followed (Table 2.4)</li> <li>Provide technical assistance for budget development, purchase requests, and record keeping</li> </ul>

## Newton County Schools: Partnership Management Plan & Key Personnel

		<ul style="list-style-type: none"> <li>• Provide supporting documentation for audits</li> </ul>
	Tiffany Merriweather Grants Coordinator	<ul style="list-style-type: none"> <li>• Provide technical assistance for grant reimbursements</li> <li>• Submit completion reports annually</li> </ul>
<b>Student Services</b>	Darren Berry Director of Student Services Amie Cumming Director of School Climate	<ul style="list-style-type: none"> <li>• Provide assistance for PBIS and support services</li> <li>• Provide assistance for school climate initiatives</li> </ul>

**Table 2.2 Grant Organization- School Level**

<b>Strategic Plan Goal: Student Achievement and Academic Success Benjamin Roundtree, Chief Academic Officer</b>		
Grade Level	Persons Responsible/Title	Responsibilities
<b>Pre-K K-5</b>	Erica Anderson Principal, Live Oak ES  Rhonda Battle Principal, Middle Ridge ES  Clydia Newell Principal, Porterdale ES  Jeffery Hughes Interim Principal, South Salem ES	<ul style="list-style-type: none"> <li>• Monitor and supervise L4GA implementation (Literacy Instruction, Literacy Plans, Performance Plans, Assessments, Literacy Time, PLC's, Budgets)</li> <li>• Ensure activities and purchases are aligned to L4GA plans and budgets</li> <li>• Abide by internal control procedures</li> <li>• Comply with L4GA initiatives (Get Georgia Reading, Kick-Off Celebration, Webinars, Reporting)</li> <li>• Implement a Literacy Leadership Team to meet, plan, coordinate, and assess L4GA activities and student achievement</li> <li>• Promote and support the Literacy Task Force, Parent and Family Engagement, and School Climate initiatives</li> <li>• Collect and analyze school data to evaluate the effectiveness of the L4GA program</li> </ul>
<b>6-8</b>	Atosha Logan Principal, Cousins MS  Marc Dastous Principal, Indian Creek MS	
<b>9-12</b>	Dr. Shannon Buff Principal, Newton HS	

**Controls for Spending:**

**Table 2.3 Internal Controls**

<b>Purchasing</b>	All purchase requests submitted by schools to the District Office must have the principal's signature. The requests will be reviewed by the L4GA program manager and the Chief Officer to ensure that the purchased items are in the school's appropriate plan, meet the identified need area(s) of the school, are listed on the Budget Justification Sheet, and that funds are available for purchase.
<b>Compliance with Applicable Law and Regulations</b>	After verifying all cost principles are met, the purchase request will be generated into a requisition by the L4GA program manager. The requisition will be submitted to the Chief Officer for approval. After approval, the requisition will be provided to the L4GA program manager for approval/information and then to the Executive Financial Manager for approval. After approval, the requisition will be generated into a purchase



## Newton County Schools: Partnership Management Plan & Key Personnel

	order, which will be sent to the Chief Officer for approval. When the purchase order has been approved, the L4GA program manager will send the purchase order to the school's principal, bookkeeper, and purchasing designee with notification that purchase can now be made.
<b>Completion Reports</b>	At the end of each fiscal year, completion reports are completed by the Grants Coordinator. The report and supporting documentation (budgets, payroll reports, and expenditure reports) will be submitted to the L4GA program manager for review and approval. The Executive Financial Manager will provide final approval for the Grants Coordinator to submit completion reports to the Georgia Department of Education.

***Audit Findings; Ability of the Local Education Agency to Administer the Funding:*** Each year, Newton County Schools is audited by the Georgia Department of Audits and Accounts. Due to our experience managing large-scale grants and financial stewardship, we have not received any audit findings in the last three years. The district and schools work collaboratively to support and manage all grants to increase better outcomes for students. In 2014-2019, Newton County received over \$1.3 million in Math and Science Partnership (MSP) Grant funding. The purpose of the MSP was to improve math and science outcomes for students and develop a cadre of teachers who are strong in content and pedagogical knowledge. The district successfully managed math and science professional learning and project implementation for 20 schools. Now, it is our hope to develop a cadre of literacy experts who will help our students become proficient readers. If awarded, we look forward to broadening our lenses and focusing on the successful implementation and management of the L4GA program with fidelity.

<b>Table 2.4 FY20 Large-Scale Grants</b>	
<b>Grant</b>	<b>Grant Award</b>
Title I-A, Improving the Academic Achievement of the Disadvantaged	\$6,074,903
Title II-A Improving Teacher Quality	\$830,662
Title III-A, Language Instruction English Learner and Immigrant	\$77,307
Title IV - Part A Student Support and Academic Enrichment	\$459,132
Title IV-B, 21st Century Community Learning Centers	\$1,505,000
CTAE Programs	\$1,151,957
Preschool Disability Services/Pre-School Handicapped State Grant	\$702,807
Special Ed – Flowthrough	\$3,464,147
Special Ed - Preschool - Regular Project	\$104,106
<b>TOTAL</b>	<b>\$14,370,021</b>

# Newton County Schools: Resources, Personnel, Strategies, and Materials

*Resources, Personnel, Strategies, and Materials:* Newton County Schools has identified resources, personnel, strategies, and materials to support each literacy goal that was developed during the needs assessment process. Resource descriptions for personnel, assessments, trainings, and engaging partnerships are discussed throughout the grant application. All assets will support a Birth-12<sup>th</sup> grade continuum.

<b>Table 7.1 Resources, Personnel, Strategies, and Materials to Support Literacy Plans</b>		
<b>Literacy Plan Goal 1: Provide strategic direction for partnerships in order to support the literacy development of Birth-12<sup>th</sup> grade children and students (BB1 Community Partnerships)</b>		
<p><b>1.1 Objective:</b> Create a partnership of literacy leaders and community members to develop and implement quality programs</p> <p><b>1.2 Objective:</b> Create a systemic process for an effective approach to literacy instruction that involves all stakeholders</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• Literacy Coalition</li> <li>• Cross-Functional Planning</li> <li>• Evidence-Based Strategies</li> <li>• Data Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy outreach texts, kits, and evidence-based materials</li> <li>• Literacy resources</li> <li>• Instructional and PL technology</li> <li>• PL Transportation</li> <li>• Communication tools</li> <li>• Promotional materials</li> <li>• Consumable supplies</li> <li>• Goal 6: Training/PL</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Teacher Support</li> <li>• Instructional Engagement</li> <li>• Student Support</li> <li>• Access to Print</li> </ul>
<b>Literacy Plan Goal 2: Create a literacy culture of engagement to improve literacy instruction (BB2 Engaged Leadership)</b>		
<p><b>2.1 Objective:</b> Demonstrate a commitment to learn about and support evidence-based literacy instruction</p> <p><b>2.2 Objective:</b> Establish a school literacy team that actively affects change in educator practices</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• Executive Coaching for Literacy Leadership</li> <li>• Collaborative Data Teams</li> <li>• Evidence-Based Strategies</li> <li>• Data Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• L4GA Program Manager position</li> <li>• Goal 6: Training/PL</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Teacher Support</li> <li>• Instructional Engagement</li> </ul>
<b>Literacy Plan Goal 3: Ensure a consistent literacy focus in schools and the community (BB3 Continuity of Instruction)</b>		
<p><b>3.1 Objective:</b> Connect families to school and community literacy resources</p> <p><b>3.2 Objective:</b> Incorporate literacy instruction across all areas</p> <p><b>3.3 Objective:</b> Develop active collaborative teams across all areas</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• Family-School Learning Community</li> <li>• Collaborative Data Teams</li> <li>• Cross-Disciplinary Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Print/ Digital Literacy programs and resources</li> <li>• Literacy instructional materials</li> <li>• Literacy centers: materials and resources</li> <li>• High-interest and leveled texts (classrooms, resource rooms, libraries)</li> <li>• Fiction and nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Teacher Support</li> <li>• Instructional Engagement</li> <li>• Student Support</li> <li>• Access to Print</li> </ul>

## Newton County Schools: Resources, Personnel, Strategies, and Materials

<ul style="list-style-type: none"> <li>• Evidence-Based Strategies</li> <li>• MTSS Strategies</li> <li>• Data Protocol</li> <li>• Culturally-Responsive Teaching</li> <li>• Technology Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally-responsive and bilingual texts</li> <li>• Technology for literacy instruction and integration such as chromebooks, i-Pads, and interactive panels</li> <li>• Student publishing kits</li> <li>• Digital subscriptions</li> <li>• Consumable supplies</li> <li>• Goal 6: Training/PL</li> </ul>	
<b>Literacy Plan Goal 4: Utilize a comprehensive assessment system for identifying the instructional needs of students (BB4 Ongoing Assessments)</b>		
<p><b>4.1 Objective:</b> Use a variety of assessments to guide classroom instruction and interventions</p> <p><b>4.2 Objective:</b> Analyze assessment data to guide classroom instruction and interventions</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• Collaborative Data Teams</li> <li>• Cross-Disciplinary Planning</li> <li>• Integrated Assessment Systems</li> <li>• Evidence-Based Strategies</li> <li>• MTSS Strategies</li> <li>• Data Protocol</li> <li>• Technology Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments: GKIDS, Work-Sampling Online, PPVT, PALS, Reading Inventory, Acadience</li> <li>• Assessment programs and resources</li> <li>• Technology to access assessment systems such as chromebooks</li> <li>• Consumable supplies</li> <li>• Goal 6: Training/PL</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Support</li> <li>• Instructional Engagement</li> <li>• Student Support</li> </ul>
<b>Literacy Plan Goal 5: Provide tiered supports for literacy instruction across the curriculum (BB5 Tiered Supports)</b>		
<p><b>5.1 Objective:</b> Develop comprehensive literacy supports for reading and writing that will engage students and stakeholders</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• Collaborative Data Teams</li> <li>• Cross-Curricular Support</li> <li>• Extended Learning</li> <li>• Evidence-Based Strategies</li> <li>• MTSS Strategies</li> <li>• Data Protocol</li> <li>• ED, ELL, SWD Supports</li> <li>• Technology Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Tiers I-III programs and resources</li> <li>• Subgroups- programs and resources</li> <li>• After school and summer literacy programs</li> <li>• Technology for instruction and personalized learning</li> <li>• Literacy centers: materials and resources</li> <li>• High-interest and leveled texts</li> <li>• Instructional Materials</li> <li>• Communication tools</li> <li>• Consumable supplies</li> <li>• Goal 6 Training/PL</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Teacher Support</li> <li>• Instructional Engagement</li> <li>• Student Support</li> <li>• Access to Print</li> </ul>
<b>Literacy Plan Goal 6: Provide ongoing professional learning in literacy for instructional staff and stakeholders (BB6 PL in Literacy Instruction)</b>		
<p><b>6.1 Objective:</b> Create professional learning opportunities that focus on literacy and the implementation of evidence-based practices</p>		
Strategies	Resources	Project Impact
<ul style="list-style-type: none"> <li>• SEE-KS Professional Learning Communities</li> <li>• Collaborative Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Training in data-analysis, improvement processes, and literacy</li> <li>• Training consultant fees and materials</li> <li>• Training registration and travel</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Teacher Support</li> <li>• Instructional Engagement</li> </ul>

## Newton County Schools: Resources, Personnel, Strategies, and Materials

<ul style="list-style-type: none"> <li>• Cross-Disciplinary Planning</li> <li>• Tiered Trainings</li> <li>• Data Protocol</li> <li>• Evidence-Based Strategies</li> <li>• MTSS Strategies</li> <li>• Culturally-Responsive Teaching</li> <li>• Technology Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Training stipends (non-contract hours)</li> <li>• Substitute teachers (for release time)</li> <li>• Technology to support PL such as video and audio systems, laptops, and interactive panels</li> <li>• Digital subscriptions</li> <li>• Communication tools</li> <li>• Promotional materials</li> <li>• Consumable supplies</li> </ul>	
<p><b>Newton County's L4GA project will utilize technology to</b></p> <ul style="list-style-type: none"> <li>• Provide deliberate access to online literacy resources, programs, and assessments</li> <li>• Maximize student access to individualized instruction (MTSS, ELL,SWD)</li> <li>• Differentiate teaching and learning environments</li> <li>• Help students refine reading, writing, research, and publishing skills</li> <li>• Increase student engagement using virtual field trips, podcasts, videos, and tutorials</li> <li>• Increase collaboration to support teaching and learning, creativity, and innovation</li> </ul>		

## Newton County Schools: Budget Summary

**Budget Summary:** Through a needs assessment process, Newton County Schools has identified the need for a comprehensive literacy program to advance literacy skills for all students. The following budgeted items will ensure that

- students have access to high-quality materials and evidence-based instruction,
- teachers use ongoing formative and summative assessments to provide responsive instruction,
- leaders commit to improving literacy and facilitating partnerships, and
- all staff participate in high-quality professional learning.

If our proposal is selected for funding, Newton County will abide by L4GA grant requirements, federal and state guidelines for purchases, and established internal control procedures. To ensure sound financial management, all budgets will be entered, managed, and monitored using the NextGen Financial Operations System.

**Earmarked Funding:** Birth to Age 5: **15%**, K-5<sup>th</sup> Grade: **40%**, 6<sup>th</sup>-8<sup>th</sup> Grade: **20%**, 9<sup>th</sup>-12<sup>th</sup> Grade: **20%**

Literacy Goal Area/BB	Description	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Family and Community Engagement</b>	Training and Consultant fees for PL; PL transportation; Training stipends, registration and travel; Substitute Teachers, Outreach texts, kits, and materials; Literacy Resources; Instructional Technology; PL Technology; Communication Tools; Promotional Materials; Consumable Supplies	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>Engaged Leadership</b>	L4GA Program Manager	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Continuity of Instruction</b>	Print and digital literacy texts, kits, and resources; Technology for instruction and integration; Digital Subscriptions; Literacy programs; Instructional Materials; Consumable Supplies	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>
<b>Assessment System</b>	Assessments: GKIDS, Work-Sampling Online, PPVT, PALS, Reading Inventory, Acadience; Technology to access assessments; Assessment programs and resources; Consumable Supplies	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
<b>Tiered Supports</b>	Tier I-III programs and resources; Afterschool and Summer Literacy Programs; Instructional Materials; Consumable Supplies	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>Professional Learning</b>	Training and Consultant fees for PL; Substitute Teachers; Training stipends, registration and travel; PL Technology; Digital Subscriptions; Communication Tools; Promotional Materials; Consumable Supplies	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>

## References

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- Atlanta Journal Constitution. (2017). *Two Georgia Districts Make “Fiscally Disadvantaged” List*. Retrieved from <https://www.ajc.com/news/state--regional-education/two-georgia-districts-make-fiscally-disadvantaged-list/8K0qVv8lDtRg4wxGn2NhAI/>
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- U.S. Census Bureau. (2020). *Quick Facts, Newton County, Georgia*. Retrieved from <https://www.census.gov/quickfacts/newtoncountygeorgia>

# **Newton County Schools**

## **Letters of Commitment**

- ABC Learning Center
- Newton County Boys & Girls Club
- Discovery Point #42
- First Steps: Piedmont Hospital
- McIntosh Trail Early Childhood Development Council Head Start and Early Head Start
- Gwinnett Newton Rockdale County Health Department
- Housing Authority of the City of Covington
- Covington Lion's Club
- Newton County Sheriff's Office
- Livingston Academy
- Newton County Family Connection
- Newton County Library System
- Newton Education Foundation
- Griffin RESA
- University of Georgia

ABC Childcare and Learning Center, LLC

2155 Hwy 212, N  
Covington, GA 30016  
770-385-9057 tel  
770-385-9656 fax

January 31, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. ABC Childcare and Learning Center commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Reviewing student data to determine the literacy needs of children and their families
- Participating in literacy-focused professional learning experiences
- Supporting literacy plan goals and objectives to improve student outcomes
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,



Sonya Woodruff

Director

Abcchildcare6@bellsouth.net

770-385-9057



**Newton County Boys & Girls Club**  
13634 Brown Bridge Rd  
Covington, GA 30016  
Phone: (470)444-1914



**LETTER OF COMMITMENT  
NEWTON COUNTY BOYS & GIRLS CLUB**

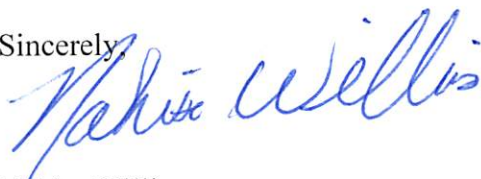
February 5, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The Boys & Girls Club commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,



Nakita Williams  
Newton County Boys & Girls Club Director  
nwilliams@bgcncg.com  
(470)444-1914

*“ To enable all young people, especially those who need us most, to reach their potential as productive, caring, responsible citizens”.*



**LETTER OF COMMITMENT**  
**Discovery Point Child Development Center #42**

January 31, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Discovery Point Child Development Center #42 commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Reviewing student data to determine the literacy needs of children and their families
- Participating in literacy-focused professional learning experiences
- Supporting literacy plan goals and objectives to improve student outcomes
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,



Sherrie S. Johnson

Owner/Director

dp\_42@rocketmail.com

(678) 712-6550

## LETTER OF COMMITMENT PIEDMONT NEWTON (FIRST STEPS)

February 4, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Piedmont Newton First Steps commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

*Elaine Missy Braden*

Elaine (Missy) Braden

First Steps Coordinator, Piedmont Newton Hospital

[elaine.braden@piedmont.org](mailto:elaine.braden@piedmont.org)

o: 770.385.4396      c: 404.354.8181



***McIntosh Trail Early Childhood Development Council, Inc.***  
565 Recreation Drive ~ Jackson, Georgia 30233 ~ Fax#770-775-4350

Tajuannya Tripp  
Program Director  
ttripp@mtecdc.org

Dr. William Nesbit  
Board Chairman  
nesbit@mtecdc.org

Elaine Brown  
Executive Director  
elaine@mtecdc.org

February 5, 2020

To Whom It May Concern:

McIntosh Trail Early Childhood Development Council Head Start and Early Head Start would like to express our support for the Newton County Schools' Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application.

If this application is selected for funding by the Georgia Department of Education, it is our intent to collaborate as detailed in the proposal. We understand that our role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they will be reading on grade level by third grade. The McIntosh Trail Early Childhood Development Council commits specifically to working with Newton County Schools by:

- Serving on the Community Literacy Task Force
- Reviewing student data to determine the literacy needs of children and their families
- Participating in literacy-focused professional learning experiences
- Supporting literacy plan goals and objectives to improve student outcomes
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,



Elaine K. Brown  
Executive Director  
elaine@mtecdc.org  
770-775-4293 ext. 107

**LETTER OF COMMITMENT**  
**GWINNETT NEWTON ROCKDALE COUNTY HEALTH DEPARTMENTS**

February 5, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The health department commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

A handwritten signature in black ink, appearing to read "DaShe McMillian", with "MPT, CTS" written in smaller letters to the right of the signature.

DaShe McMillian

Community Health Manager

[Dashe.frieson@gnrhealth.com](mailto:Dashe.frieson@gnrhealth.com)

770-339-4260



## Housing Authority of the City of Covington

5160 ALCOVY ROAD  
COVINGTON, GEORGIA 30014  
PHONE (770) 786 – 7739  
FAX (770) 784 - 6004

SHAMICA TUCKER  
Executive Director

### COMMISSIONERS

LANDIS STEPHENS, Chair  
LOUISE B. ADAMS, Vice Chair  
DONALD BARTHELL, Resident  
LUCY COURCHAINE  
JUANITA THOMPSON  
HILLARY EDGAR, Attorney

## LETTER OF COMMITMENT HOUSING AUTHORITY OF THE CITY OF COVINGTON, GA

February 4, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The housing authority commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

Heather Johnson  
Resident Services Coordinator  
hjohnson@covha.com  
770-786-7739



We are an EQUAL HOUSING OPPORTUNITY complex. The Covington Housing Authority does not discriminate on the basis of handicapped status in the admission or access to, or treatment or employment in, its federally assisted programs or activities.

## **LETTER OF COMMITMENT COVINGTON LIONS CLUB**

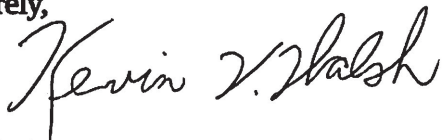
January 31, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The Covington Lions Club commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Providing screenings to help identify the visual skills of students that are a necessary component to school readiness and academic learning
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,



Typed Name Kevin Walsh  
Title Vision Screening Coordinator, Covington Lions Club  
Email kwalsh409@gmail.com  
678-544-5538  
Phone



NEWTON COUNTY  
**SHERIFF'S OFFICE**  
EZELL BROWN, SHERIFF

**Chief Deputy**  
Jerry Carter

February 3, 2020

**Captain**  
Sammy Banks  
*Uniform Division*

**Letter of Commitment**  
**Newton County Sheriff's Office**

**Captain**  
Douglas Kitchens  
*Court Services*

To Whom It May Concern:

**Captain**  
Marty Roberts  
*Support Services Unit*

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation, they are reading on grade level by third grade. The Sheriff's Office commits specifically to working with Newton County Schools by

**Captain**  
Keith Crum  
*Criminal Investigations Unit*

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

**1<sup>st</sup> Lieutenant**  
Brice Smith  
*Detention*

**Lieutenant**  
Paul Gunter  
*Training Coordinator*

**Lieutenant**  
Tom Kunz  
*Westside Precinct*

**Lieutenant**  
Ken Ridling  
*Civil Unit*

Sincerely,

**Lieutenant**  
Selena Williams  
*Detention*

**Sergeant**  
Michael Cunningham  
*Office of Professional Standards*

Ezell Brown  
Sheriff of Newton County  
[ebrown@newtonsheriffga.org](mailto:ebrown@newtonsheriffga.org) and [bburch@newtonsheriffga.org](mailto:bburch@newtonsheriffga.org)

**Sergeant**  
Cortney Morrison  
*School Resource Unit*

**Sergeant**  
Richard Howard  
*Special Investigations Unit*

**Senior Executive Sup**  
Brandy Burch

**Secretary**  
Juanita Threadgill



National Sheriff's Association Triple Crown Agency

**COMMITTED TO EXCELLENCE**





# Livingston Academy

D A Y C A R E

## LETTER OF COMMITMENT

January 31, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Livingston Academy Child Care Center commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Reviewing student data to determine the literacy needs of children and their families
- Participating in literacy-focused professional learning experiences
- Supporting literacy plan goals and objectives to improve student outcomes
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

Kayle Hunt

Assistant Director

Livingstonacademy757@gmail.com

770-385-4008



GEORGIA  
**family connection**  
NEWTON COUNTY

February 5, 2020

To Whom It May Concern:

The Newton County Family Connection (NCFC) supports the Newton County Schools grant application for Literacy for Learning, Living, and Leading in Georgia (L4GA). NCFC has been a community partner with the school system since 1998, and has developed coalitions that strengthen foundational literacy skills using a whole-family approach since 2000. NCFC began using the Georgia Kids Count benchmark to measure improvement in the percentage of third grade children who read at grade level or higher in 2016 when NCFC became the Newton County Champion for the Get Georgia Reading Campaign. Staff serves as the Newton County Ambassador for the state level Quality Improvement initiative, and NCFC is the convener for Peer Support meetings facilitated by Department of Early Care and Learning (DECAL).

NCFC's literacy coalition, Newton READS, addresses all four Get Georgia Reading campaign pillars using in-home programs to build parent skills and increase language and literacy, providing community literacy events to build a book-rich community, supporting child care centers including McIntosh Trail Early Childhood Development Center, and facilitating the Community Health Improvement Plan, which has increased access to improved health services for low-income families.

NCFC will collaborate with the Newton County Schools to:

- Expand community engagement in the literacy task force, Get Georgia Reading Campaign
- Assist with data collection for community statistics
- Build relationships and skills with families to help parents meet literacy needs of their children
- Link families to resources and training that promotes literacy
- Support collaborative literacy plan goals and objectives that improve student outcomes
- Build a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

Laura Bertram, Executive Director



**Newton County Library System**  
7116 Floyd Street NE Covington, GA 30014  
Tel 770-787-3231 Fax 770-784-2092

February 4, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The library commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA

initiatives

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lace Keaton', written over a horizontal line.

Lace Keaton, Director  
lkeaton@newtonlibraries.org  
770-385-6436



## LETTER OF COMMITMENT

February 3, 2020

To Whom It May Concern:

It is with great alacrity and commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. The foundation commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Sharing relevant community data related to literacy achievement and outcomes
- Participating in the literacy needs assessment process
- Supporting school and community literacy events
- Building a culture of literacy that communicates the need for L4GA initiatives

Sincerely,

A handwritten signature in black ink that reads "Loucy T. Hay".

Loucy T. Hay

Board Chairperson

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

770-856-0792



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966  
BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON  
Dr. Stephanie L. Gordy, Executive Director



440 Tilney Avenue  
Griffin, GA 30224  
Phone: 770-229-3247  
FAX: 770-228-7316  
www.griffinresa.net

February 4, 2020

To Whom It May Concern:

It is our sincere commitment that we express our support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Griffin RESA commits specifically to working with Newton County Schools by

- Serving on the Community Literacy Task Force
- Providing professional learning to build teacher and leader capacity
- Providing endorsement certification in Reading
- Supporting teachers and leaders with school improvement efforts related to literacy
- Building a culture of literacy that communicates the need for L4GA initiatives

Our agency is dedicated and committed to upholding our mission to provide guidance for growth using relevant resources to encourage excellence for sustainable skills in advancing achievement.

Sincerely,

A handwritten signature in blue ink that reads "Stephanie Gordy".

Dr. Stephanie L. Gordy  
Executive Director  
sgordy@griffinresa.net  
(770) 229-3247



# Mary Frances Early College of Education

## UNIVERSITY OF GEORGIA

February 5, 2020

To Whom It May Concern:

It is with great enthusiasm and commitment that I express my support for the Newton County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding, by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade.

As a faculty member in the University of Georgia's Department of Lifelong Education, Administration, and Policy, I commit specifically to working with Newton County School System through the following six initiatives:

### 1. Parent and Caregiver Support System

- a. The University of Georgia will support NCSS's work in improving literacy in the community by providing training to parents and caregivers on how to talk to children about the books they read to them or the children read independently. These trainings will take place throughout the grant's target area and will include resources that parents and caregivers will be able to use at home.
- b. The University of Georgia will support NCSS's work in improving literacy in the community by creating guiding questions for select distributed books for use by families.
- c. The University of Georgia will support NCSS's work in improving literacy in the community by developing an online suite of resources for use by parents, caregivers, and families that is linked to both the standards for literacy and the content of the resources shared in a and b.

### 2. Stakeholder Support System

- a. The University of Georgia will support NCSS's work in improving literacy in the community by providing training to community stakeholders to serve as literacy mentors throughout the grant's target areas. These trainings will be specifically created to provide both initial training to new mentors and follow up to those already trained.
- b. The trainings will be accompanied by an online suite of resources including delivered content and supplemental materials

3. Student Partnership Support System

- a. The University of Georgia will support NCSS's work in improving literacy in the community by providing training to high school students to serve as literacy mentors for elementary school students in the grant's target area. This training will include small group instruction on how students can lead book studies on selected texts with upper elementary students.
- b. Book studies will take place and include study guides and facilitated support by UGA faculty.

4. Educational Leader Support System

- a. The University of Georgia will support NCSS's work in improving literacy in the community by providing an extension to the GAEL Leadership Academy model that would enable leaders in the grant's target area to obtain university credit for Tier II certification with a differentiated focus on literacy leadership threaded throughout the course sequence.
- b. The Tier II certification courses would be offered onsite in the grant's target area.

5. The NCSS Literacy Task Force

- a. The University of Georgia will support NCSS's work in improving literacy in the community by providing a faculty member to serve on the NCSS Literacy Task Force.

6. Grant Impact Measurement

- a. The University of Georgia will support NCSS's work in improving literacy in the community by developing a tool to determine the reach and impact of the aforementioned initiatives.
- b. The data from this tool will be reviewed and presented on a bi-annual basis.

Sincerely,



**Jami Berry, Ph.D.**

Clinical Assistant Professor

University of Georgia

Department of Lifelong Education, Administration, and Policy

President of the Georgia Educational Leadership Faculty Association

Co-Director, UCEA Center for the International Study of School Leadership

JamiBerry@uga.edu

(Cell) 404-668-5106

# Application: Newton County Indian Creek Middle School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	Indian Creek Middle School
System ID	707
School ID	0398



## 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

64

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

Name	Marc Dastous
Position	Principal
Email	<a href="mailto:dastous.marc@newton.k12.ga.us">dastous.marc@newton.k12.ga.us</a>
Phone	770-385-6453

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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

[NewtonCountyIndianCreekMiddleLitPlan](#)

Filename: NewtonCountyIndianCreekMiddleLitPlan.pdf Size: 304.1 kB

# Application: Newton County Cousins Middle School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	Cousins Middle School
System ID	707
School ID	0196

## Non-traditional Grade Configuration

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

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

No

## Level

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

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

Middle (6-8)

## Number of Certified Teachers in School

52

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

Name	Atosha Logan
Position	Principal
Email	<a href="mailto:logan.atosha@newton.k12.ga.us">logan.atosha@newton.k12.ga.us</a>
Phone	770-786-7311

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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 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

[NewtonCountyCousinsMiddleLitPlan](#)

Filename: NewtonCountyCousinsMiddleLitPlan.pdf Size: 139.1 kB

# Application: Newton County Porterdale Elementary School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	Porterdale Elementary School
System ID	707
School ID	5050

## 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

29.5

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

Name	Clydia Newell
Position	Principal
Email	<a href="mailto:newell.clydia@newton.k12.ga.us">newell.clydia@newton.k12.ga.us</a>
Phone	770-784-2928

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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

[NewtonCountyPorterdaleElemLitPlan](#)

Filename: NewtonCountyPorterdaleElemLitPlan.pdf Size: 147.4 kB

# Application: Newton County Live Oak Elementary School

Tiffany Merriweather - merriweather.tiffany@newton.k12.ga.us  
 L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 7 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	Newton County School System
School or Center Name	Live Oak Elementary School
System ID	707
School ID	0110

## 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

66

## Number of Paraprofessionals or Teaching Assistants in School

34

## Principal or Director

Name	Ericka Anderson
Position	Principal
Email	<a href="mailto:anderson.ericka@newton.k12.ga.us">anderson.ericka@newton.k12.ga.us</a>
Phone	678-625-6654

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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

[NewtonCountyLiveOakElemLitPlan](#)

Filename: NewtonCountyLiveOakElemLitPlan.pdf Size: 146.5 kB

# Application: Newton County Middle Ridge Elementary School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	Midde Ridge Elementary School
System ID	707
School ID	0198

## 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

49

## Number of Paraprofessionals or Teaching Assistants in School

23

## Principal or Director

Name	Rhonda Battle
Position	Principal
Email	<a href="mailto:battle.rhonda@newton.k12.ga.us">battle.rhonda@newton.k12.ga.us</a>
Phone	770-385-6463

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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

[NewtonCountyMiddleRidgeElemLitPlan](#)

Filename: NewtonCountyMiddleRidgeElemLitPlan.pdf Size: 147.7 kB

# Application: Newton County Newton High School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	Newton High School
System ID	707
School ID	0173

## 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

120.5

## Number of Paraprofessionals or Teaching Assistants in School

25



## Principal or Director

Name	Shannon Buff
Position	Principal
Email	buff.shannon
Phone	770-787-2250

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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 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

## [NewtonCountyNewtonHighLitPlan](#)

Filename: NewtonCountyNewtonHighLitPlan.pdf Size: 139.3 kB

# Application: Newton County South Salem Elementary School

Tiffany Merriweather - merriweather.tiffany@newton.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	Newton County School System
School or Center Name	South Salem Elementary School
System ID	707
School ID	0108

## 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

59

## Number of Paraprofessionals or Teaching Assistants in School

34

## Principal or Director

Name	Jeffery Hughes
Position	Interim Principal
Email	<a href="mailto:hughes.jeffery@newton.k12.ga.us">hughes.jeffery@newton.k12.ga.us</a>
Phone	678-342-5907

## L4GA 2019 School Contact

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

Name	Tiffany Merriweather
Position	Grants Coordinator
Email	<a href="mailto:merriweather.tiffany@newton.k12.ga.us">merriweather.tiffany@newton.k12.ga.us</a>
Phone	678-625-6769

## 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)
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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

## [NewtonCountySouthSalemElemLitPlan](#)

**Filename:** NewtonCountySouthSalemElemLitPlan.pdf **Size:** 146.9 kB

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

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**Background:** Live Oak Elementary School (LOES) was established in 2009 and is one of 13 Title-I elementary schools located in Newton County. Our K-5<sup>th</sup> grade population is ethnically diverse with the majority of students being Black or Hispanic. The current enrollment is 1,016 students: 88% are Black, 3% are White, 6% are Hispanic, and 3% are of more than one race. 81% of our students participate in the Federal Free & Reduced Meals program, and 51% are economically disadvantaged. Subgroup populations include 192 students who receive MTSS services, 35 students who receive Gifted services, 122 students who receive Special Education services, and 36 students who receive ESOL services. The Georgia Department of Education has recognized Live Oak as a PBIS school at the Emerging level, and we are currently in our fifth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 4 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Live Oak earned a 59 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-3 <sup>rd</sup>	75	72	58
% Developing & Above-Milestones ELA-4 <sup>th</sup>	74	72	66
% Developing & Above-Milestones ELA-5 <sup>th</sup>	71	69	73
% Grade Level & Above-Milestones Reading-3 <sup>rd</sup>	44	36	32
% Grade Level & Above-Milestones Reading-4 <sup>th</sup>	41	41	38
% Grade Level & Above-Milestones Reading-5 <sup>th</sup>	40	37	42

LOES will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

**TABLE 8.2 LIVE OAK ELEMENTARY SCHOOL LITERACY PLAN**

TABLE 8.2 LIVE OAK ELEMENTARY SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Form a partnership of early learning leaders/stakeholders and consistently meet to develop and implement quality programming for children</b>	<ul style="list-style-type: none"> <li>• Family Connections is established</li> <li>• Newton Community Literacy Task Force (CLTF) is newly established</li> <li>• A Pre-K Program is established in our school. Classes: 3 General and 1 SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend additional stakeholders for the CLTF to ensure a diverse planning team</li> <li>• Develop CLTF meeting calendar</li> <li>• Co-Develop/Use meeting agendas based on literacy plans and 4 Pillars (Language Nutrition, Access, Positive Learning Environment, &amp; Teacher Preparation/ Effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up-to-date partnership contact information</li> <li>• Attend scheduled meetings quarterly</li> <li>• Increase stakeholder attendance and participation by                             <ul style="list-style-type: none"> <li>○ using multiple communication</li> <li>○ celebrating successes</li> <li>○ increasing volunteer opportunities</li> </ul> </li> </ul>
<b>B.</b>	<b>With early learning partners, create a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy</b>	<ul style="list-style-type: none"> <li>• Georgia’s System of Continuous Improvement process is used to develop, implement, monitor, &amp; sustain ALL systemic processes, including the development of literacy plans, in our district and schools</li> <li>• Our school system is a Get Georgia Reading community</li> </ul>	<ul style="list-style-type: none"> <li>• Align partnership meetings, agendas, activities, PL, and resources to goals and objectives included in literacy plans and to the 4 Pillars</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of evidence-based practices to inform systematic processes</li> <li>• Analyze student and community data to inform systematic processes</li> <li>• Develop methods to evaluate the effectiveness of systematic processes (How, p. 18)</li> </ul>
<b>C.</b>	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>• Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff’s Office, Juvenile Court, YMCA, Lion’s Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the CLTF includes representatives of supplemental services</li> <li>• Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>• Collect participation data from supplemental service providers</li> <li>• Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
<b>D.</b>	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>• The district and schools analyze multiple data points to inform instructional needs and root causes that are determined using the 5 Why’s</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>• Include data dig” time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule PLC’s and provide literacy resources for planning support and sustainability</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

Building Block 2: ENGAGED LEADERSHIP			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLCS, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
<b>B. Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
<b>C. School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis (student outcomes, teacher performance)</li> </ul>
Building Block 3: CONTINUITY OF INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Implement a plan to connect families to schools, childcare entities, and early learning services</b>	<ul style="list-style-type: none"> <li>The Curriculum Department organizes, advertises, and monitor Pre-K programming enrollment and early learning services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure early learning service information is available in the school and in each family's home language</li> </ul>	<ul style="list-style-type: none"> <li>Develop and distribute a map or brochure of childcare entities and early learning providers (How,p.21)</li> </ul>
<b>B. Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>C. Provide a comprehensive literacy block for literacy instruction</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> </ul>	<ul style="list-style-type: none"> <li>Implement a literacy block that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy blocks are differentiated for all students</li> </ul>



## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

		<ul style="list-style-type: none"> <li>• Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>		<ul style="list-style-type: none"> <li>• Schedule PLC's and collaborative planning to inform instructional shifts during literacy blocks</li> </ul>
<b>D.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum (3<sup>rd</sup>-5<sup>th</sup>)</b>	<ul style="list-style-type: none"> <li>• Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>• Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>• Increase time for reflective practice/peer observations</li> </ul>
<b>E.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>• School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize reading and writing resources during transition activities</li> <li>• Share reading and writing expectations during transition activities</li> </ul>
<b>F.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>• The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>
<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment Protocols are established (GKIDS, CogAT, PALS, PPVT, Benchmarks, Reading Inventory, DIBELS, Fastbridge, ITBS &amp; GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>• Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>B.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>• Formative (GKIDS, CogAT, Work-Sampling, Benchmarks, Reading Inventory, DIBELS, Fastbridge) and Summative Assessments (GKIDS, ITBS, GAA, GMAS) will be administered</li> <li>• MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment results to determine placement/remediation/acceleration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>C.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy</b>	<ul style="list-style-type: none"> <li>• MTSS processes are established to identify students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize diagnostic assessments and benchmarks to analyze data, plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

	<b>screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	instruction, and monitor student progress	
<b>D.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (GKIDS, ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>E.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>F.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate MTSS process for fidelity</li> </ul>
<b>G.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/ Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>• PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>• Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>• Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>• Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>• Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>• Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

### Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION

Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A.</b>	<b>Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>• Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>

**Abbreviations:** Pre-K (Pre-Kindergarten), SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support) GELDS (Georgia Early Learning and Development Standards), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), GKIDS (Georgia Kindergarten Inventory of Developing Skills), CogAT (Cognitive Abilities Test), DIBELS Dynamic Indicators of Basic Early Literacy Skills), PALS (Phonological Awareness Literacy Screening), PPVT (Peabody Picture Vocabulary Test ), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)

Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>• Literacy Plans</li> <li>• GELDS/GSE Standards</li> <li>• GELDS/GSE Scope/Sequence</li> <li>• Curriculum Maps</li> <li>• Planning Guides</li> </ul>	<ul style="list-style-type: none"> <li>• GADOE Resources</li> <li>• NCS Intervention Bank</li> <li>• REL Evaluation Rubrics &amp; Guides</li> <li>• Theory of Action and Logic Model</li> <li>• What Works Clearing House</li> <li>• Marzano Meta-Analysis Database</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ K: 1<sup>st</sup> 9 Weeks- Names a combination of 40 letters or letter sounds; Writes name; Knows 5 sight words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project Plan</li> <li>• Assessment Plan</li> <li>• Improvement/Action Plans</li> <li>• CLTF</li> <li>• District/School Leadership Teams</li> <li>• Community Data</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<ul style="list-style-type: none"> <li>• Aligned PL Topics</li> <li>• Benchmarks</li> <li>• Rubrics</li> <li>• MTSS</li> <li><b>Curriculum Activities</b></li> <li>• CLTF</li> <li>• PLC's</li> <li>• Collaborative Planning</li> <li>• Team Meetings</li> <li><b>Literacy Assessments</b></li> <li>• GKIDS</li> <li>• Work-Sampling</li> <li>• PALS</li> <li>• PPVT</li> <li>• CogAT</li> <li>• ITBS</li> <li>• Reading Inventory</li> <li>• DIBELS</li> <li>• Fastbridge</li> <li>• GAA</li> <li>• GMAS</li> </ul>	<ul style="list-style-type: none"> <li>• Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>○ K: 2<sup>nd</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 20 sight words; Retells stories in logical sequence</li> <li>○ K: 3<sup>rd</sup>-4<sup>th</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 50 sight words; Blends 3 letter words; Retells stories in logical sequence</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexiles b. Grades c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> </ul> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Student Data</li> <li>• District/School Data</li> <li>• Data Retrieval/Management Systems</li> <li>• MTSS Reports</li> <li>• Assessment Reports</li> <li>• Observations</li> <li>• Evaluations</li> <li>• Surveys</li> </ul>
<p><b>Leadership Team Members</b> including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders</p>			
<p>TaMisha Kimbe, Instructional Coach; Cicely Keller, PreK; Kimberly Inscho, Kindergarten; Jasmine Howard, 1<sup>st</sup> Grade; Roxanne Levy, 2<sup>nd</sup> Grade; Brandi Page, 3<sup>rd</sup> Grade; Stephanie Muhammad, 4<sup>th</sup> Grade; Morgan Link, 5<sup>th</sup> Grade; Karen Prather, Exceptional Education; Toneicya Parrott, Media Specialist; Christan Burrell, Parent; Tomeka Stringer, Counselor; Millicent Crews, Assistant Principal; Ciji Merritt, Assistant Principal; Ericka Anderson, Principal</p>			

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

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**Background:** Cousins Middle School (CMS) was established in 1995 and is one of 5 Title-I middle schools in Newton County. Its 6<sup>th</sup>-8<sup>th</sup> grade population is ethnically diverse with the majority of students being Black, White, or Hispanic. The current enrollment is 799 students: 44% are Black, 40% are White, 10% are Hispanic, and 5% are of more than one race. 72% of our students participate in the Federal Free & Reduced Meals program, and 41% are economically disadvantaged. Subgroup populations include 177 students who receive Corrective Reading supports, 98 students who receive Gifted services, 112 students who receive Special Education services, and 30 students who receive ESOL services. The Georgia Department of Education has recognized Cousins as a PBIS school at the Installing level, and we are currently in our eighth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 3 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Cousins earned a 57 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-6 <sup>th</sup>	70	69	68
% Developing & Above-Milestones ELA-7 <sup>th</sup>	70	74	67
% Developing & Above-Milestones ELA-8 <sup>th</sup>	82	74	70
% Grade Level & Above-Milestones Reading-6 <sup>th</sup>	41	40	38
% Grade Level & Above-Milestones Reading-7 <sup>th</sup>	35	35	30
% Grade Level & Above-Milestones Reading-8 <sup>th</sup>	51	40	39

CMS will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

**TABLE 8.2: COUSINS MIDDLE SCHOOL LITERACY PLAN**

TABLE 8.2: COUSINS MIDDLE SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff's Office, Juvenile Court, YMCA, Lion's Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the CLTF includes representatives of supplemental services</li> <li>Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>Collect participation data from supplemental service providers</li> <li>Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
B.	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>The school analyzes multiple data points to inform instructional needs and root causes that are determined using the 5 Why's</li> </ul>	<ul style="list-style-type: none"> <li>Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>Include data dig" time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide literacy resources for planning support and sustainability</li> </ul>
Building Block 2: ENGAGED LEADERSHIP				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLC's, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
B.	<b>Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
C.	<b>School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house,</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

		<ul style="list-style-type: none"> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	stakeholder meetings and forums) (How, p.22)	(student outcomes, teacher performance)
Building Block 3: CONTINUITY OF INSTRUCTION				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>B.</b>	<b>Implement disciplinary literacy in all subject areas</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> <li>Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>Implement disciplinary literacy that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction is differentiated for all students</li> <li>Schedule PLC's and collaborative planning to inform instructional shifts</li> </ul>
<b>C.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum</b>	<ul style="list-style-type: none"> <li>Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>Increase time for reflective practice/peer observations</li> </ul>
<b>D.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>Maximize reading and writing resources during transition activities</li> <li>Share reading and writing expectations during transition activities</li> </ul>
<b>E.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A.</b>	<b>Use literacy screenings to assess the literacy skills of individual children for reading and writing</b>	<ul style="list-style-type: none"> <li>ITBS and Fastbridge literacy screenings are administered to 6<sup>th</sup>-8<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li>Administer comprehensive literacy screenings (ITBS, Fastbridge, Reading Inventory) to 6<sup>th</sup>-8<sup>th</sup> grade students</li> <li>Maximize time to analyze results from screenings to assess readiness (collaborative planning, PLC's)</li> </ul>
<b>B.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>Formative and Summative Assessment Protocols are established (Benchmarks, Reading Inventory, Fastbridge, ITBS GAA, GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>Share assessment protocols with designated school and teacher leaders</li> <li>Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>C.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>Formative (Benchmarks, Reading Inventory, Fastbridge) and Summative Assessments (ITBS, GAA, GMAS) will be administered</li> <li>MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>Use assessment results to determine placement/remediation/acceleration</li> <li>Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>D.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>MTSS processes are established to identify students with at-risk indicators</li> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize diagnostic assessments and benchmarks to analyze data, plan instruction, and monitor student progress</li> <li>Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>
<b>E.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>F.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>G.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> <li>Evaluate MTSS process for fidelity</li> </ul>



## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

<b>H.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student's needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>	
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>
<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>	<ul style="list-style-type: none"> <li>Maximize P-20 collaboration in literacy instruction--with an emphasis on reading and writing &amp; data-analysis (Why, p.37)</li> </ul>
<b>Abbreviations:</b> SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)			
Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>Literacy Plans</li> <li>GELDS/GSE Standards</li> <li>GELDS/GSE Scope/Sequence</li> <li>Curriculum Maps</li> <li>Planning Guides</li> <li>Aligned PL Topics</li> <li>Benchmarks</li> <li>Rubrics</li> <li>MTSS</li> </ul> <b>Curriculum Activities</b> <ul style="list-style-type: none"> <li>CLTF</li> <li>PLC's</li> <li>Collaborative Planning</li> <li>Team Meetings</li> </ul> <b>Literacy Assessments</b> <ul style="list-style-type: none"> <li>GKIDS</li> <li>PALS</li> <li>PPVT</li> <li>CogAT</li> <li>ITBS</li> <li>Reading Inventory</li> <li>Fastbridge</li> <li>GAA/GMAS</li> </ul>	<ul style="list-style-type: none"> <li>GADOE Resources</li> <li>NCS Intervention Bank</li> <li>REL Evaluation Rubrics &amp; Guides</li> <li>Theory of Action and Logic Model</li> <li>What Works Clearing House</li> <li>Marzano Meta-Analysis Database</li> <li>Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>Universal Screeners</li> <li>Academic Indicators               <ul style="list-style-type: none"> <li>6<sup>th</sup>-8<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>6<sup>th</sup>-8<sup>th</sup>: Secondary Indicator:                   <ol style="list-style-type: none"> <li>Below Grade Level Lexiles</li> <li>Grades</li> <li>Behavior</li> <li>Attendance</li> <li>Summative Test Scores Below 70%</li> </ol> </li> </ul> </li> <li>Progress Monitoring</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Project Plan</li> <li>Assessment Plan</li> <li>Improvement/Action Plans</li> <li>CLTF</li> <li>District/School Leadership Teams</li> <li>Community Data</li> <li>Student Data</li> <li>District/School Data</li> <li>Data Retrieval/Management Systems</li> <li>MTSS Reports</li> <li>Assessment Reports</li> <li>Observations</li> <li>Evaluations</li> <li>Surveys</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

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**Leadership Team Members** including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders

- Atosha Logan, Principal
- Aaron Robinson, Assistant Principal
- Alison Smith, Assistant Principal
- Karen Moss, ELA - 8
- Tillman Shannon, ELA - 8
- Tawanna Griffin, ELA - 8
- Vera Allen, ELA -7
- Yoshia Hames, ELA - 7
- Ardena Kinsey, ELA – Gifted 7/8
- Shakhana Fulton, ELA - 6
- John Lee, ELA - 6
- Patrice Peek, Media Specialist
- Kim Mattox, Instructional Coach
- Felicia Richardson, Instructional Coach
- Nakeisha Cummings, Parent
- Dany Lamadieu, Business

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

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**Background:** Established in 1971, Porterdale Elementary School (PDES) is one of 13 Title-I elementary schools located in Newton County and serves K-5<sup>th</sup> grade students. The population is ethnically diverse with the majority of students being Black, White, or Hispanic. The current enrollment is 439 students: 69% are Black, 11% are White, 14% are Hispanic, and 4% are of more than one race. 78% of our students participate in the Federal Free & Reduced Meals program, and 53% are economically disadvantaged. Subgroup populations include 100 students who receive MTSS services, 32 students who receive Gifted services, 62 students who receive Special Education services, and 23 students who receive ESOL services. The Georgia Department of Education has recognized Porterdale as a PBIS school at the Operational level, and we are currently in our fifth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 4 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Porterdale earned a 52 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-3 <sup>rd</sup>	61	69	42
% Developing & Above-Milestones ELA-4 <sup>th</sup>	73	58	60
% Developing & Above-Milestones ELA-5 <sup>th</sup>	65	59	51
% Grade Level & Above-Milestones Reading-3 <sup>rd</sup>	26	28	26
% Grade Level & Above-Milestones Reading-4 <sup>th</sup>	32	30	35
% Grade Level & Above-Milestones Reading-5 <sup>th</sup>	35	23	21

PDES will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

**TABLE 8.2 PORTERDALE ELEMENTARY SCHOOL LITERACY PLAN**

TABLE 8.2 PORTERDALE ELEMENTARY SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Form a partnership of early learning leaders/stakeholders and consistently meet to develop and implement quality programming for children</b>	<ul style="list-style-type: none"> <li>• Family Connections is established</li> <li>• Newton Community Literacy Task Force (CLTF) is newly established</li> <li>• A Pre-K Program is established in our school. Classes: 1 General and 1 SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend additional stakeholders for the CLTF to ensure a diverse planning team</li> <li>• Develop CLTF meeting calendar</li> <li>• Co-Develop/Use meeting agendas based on literacy plans and 4 Pillars (Language Nutrition, Access, Positive Learning Environment, &amp; Teacher Preparation/ Effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up-to-date partnership contact information</li> <li>• Attend scheduled meetings quarterly</li> <li>• Increase stakeholder attendance and participation by                             <ul style="list-style-type: none"> <li>○ using multiple communication</li> <li>○ celebrating successes</li> <li>○ increasing volunteer opportunities</li> </ul> </li> </ul>
<b>B.</b>	<b>With early learning partners, create a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy</b>	<ul style="list-style-type: none"> <li>• Georgia’s System of Continuous Improvement process is used to develop, implement, monitor, &amp; sustain ALL systemic processes, including the development of literacy plans, in our district and schools</li> <li>• Our school system is a Get Georgia Reading community</li> </ul>	<ul style="list-style-type: none"> <li>• Align partnership meetings, agendas, activities, PL, and resources to goals and objectives included in literacy plans and to the 4 Pillars</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of evidence-based practices to inform systematic processes</li> <li>• Analyze student and community data to inform systematic processes</li> <li>• Develop methods to evaluate the effectiveness of systematic processes (How, p. 18)</li> </ul>
<b>C.</b>	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>• Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff’s Office, Juvenile Court, YMCA, Lion’s Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the CLTF includes representatives of supplemental services</li> <li>• Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>• Collect participation data from supplemental service providers</li> <li>• Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
<b>D.</b>	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>• The district and schools analyze multiple data points to inform instructional needs and root causes that are determined using the 5 Why’s</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>• Include data dig” time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule PLC’s and provide literacy resources for planning support and sustainability</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<b>Building Block 2: ENGAGED LEADERSHIP</b>			
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLCS, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
<b>B.</b>	<b>Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
<b>C.</b>	<b>School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis (student outcomes, teacher performance)</li> </ul>
<b>Building Block 3: CONTINUITY OF INSTRUCTION</b>			
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Implement a plan to connect families to schools, childcare entities, and early learning services</b>	<ul style="list-style-type: none"> <li>The Curriculum Department organizes, advertises, and monitor Pre-K programming enrollment and early learning services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure early learning service information is available in the school and in each family's home language</li> <li>Develop and distribute a map or brochure of childcare entities and early learning providers (How,p.21)</li> </ul>
<b>B.</b>	<b>Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>C.</b>	<b>Provide a comprehensive literacy block for literacy instruction</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> </ul>	<ul style="list-style-type: none"> <li>Implement a literacy block that incorporates flexible groups and delivery models for literacy instruction based on student data</li> <li>Ensure literacy blocks are differentiated for all students</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

		<ul style="list-style-type: none"> <li>• Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>		<ul style="list-style-type: none"> <li>• Schedule PLC's and collaborative planning to inform instructional shifts during literacy blocks</li> </ul>
<b>D.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum (3<sup>rd</sup>-5<sup>th</sup>)</b>	<ul style="list-style-type: none"> <li>• Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>• Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>• Increase time for reflective practice/peer observations</li> </ul>
<b>E.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>• School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize reading and writing resources during transition activities</li> <li>• Share reading and writing expectations during transition activities</li> </ul>
<b>F.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>• The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>
<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment Protocols are established (GKIDS, CogAT, PALS, PPVT, Benchmarks, Reading Inventory, DIBELS, Fastbridge, ITBS &amp; GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>• Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>B.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>• Formative (GKIDS, CogAT, Work-Sampling, Benchmarks, Reading Inventory, DIBELS, Fastbridge) and Summative Assessments (GKIDS, ITBS, GAA, GMAS) will be administered</li> <li>• MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment results to determine placement/remediation/acceleration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>C.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy</b>	<ul style="list-style-type: none"> <li>• MTSS processes are established to identify students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize diagnostic assessments and benchmarks to analyze data, plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>

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	<b>screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	instruction, and monitor student progress	
<b>D.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (GKIDS, ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>E.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>F.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate MTSS process for fidelity</li> </ul>
<b>G.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/ Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>



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<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>• PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>• Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>• Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>• Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>• Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>• Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

### Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION

Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>• Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize P-20 collaboration in literacy instruction--with an emphasis on reading and writing &amp; data-analysis (Why, p.37)</li> </ul>

**Abbreviations:** Pre-K (Pre-Kindergarten), SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support) GELDS (Georgia Early Learning and Development Standards), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), GKIDS (Georgia Kindergarten Inventory of Developing Skills), CogAT (Cognitive Abilities Test), DIBELS Dynamic Indicators of Basic Early Literacy Skills), PALS (Phonological Awareness Literacy Screening), PPVT (Peabody Picture Vocabulary Test ), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)

Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>• Literacy Plans</li> <li>• GELDS/GSE Standards</li> <li>• GELDS/GSE Scope/Sequence</li> <li>• Curriculum Maps</li> <li>• Planning Guides</li> </ul>	<ul style="list-style-type: none"> <li>• GADOE Resources</li> <li>• NCS Intervention Bank</li> <li>• REL Evaluation Rubrics &amp; Guides</li> <li>• Theory of Action and Logic Model</li> <li>• What Works Clearing House</li> <li>• Marzano Meta-Analysis Database</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ K: 1<sup>st</sup> 9 Weeks- Names a combination of 40 letters or letter sounds; Writes name; Knows 5 sight words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project Plan</li> <li>• Assessment Plan</li> <li>• Improvement/Action Plans</li> <li>• CLTF</li> <li>• District/School Leadership Teams</li> <li>• Community Data</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<ul style="list-style-type: none"> <li>• Aligned PL Topics</li> <li>• Benchmarks</li> <li>• Rubrics</li> <li>• MTSS</li> <li><b>Curriculum Activities</b></li> <li>• CLTF</li> <li>• PLC's</li> <li>• Collaborative Planning</li> <li>• Team Meetings</li> <li><b>Literacy Assessments</b></li> <li>• GKIDS</li> <li>• Work-Sampling</li> <li>• PALS</li> <li>• PPVT</li> <li>• CogAT</li> <li>• ITBS</li> <li>• Reading Inventory</li> <li>• DIBELS</li> <li>• Fastbridge</li> <li>• GAA</li> <li>• GMAS</li> </ul>	<ul style="list-style-type: none"> <li>• Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>○ K: 2<sup>nd</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 20 sight words; Retells stories in logical sequence</li> <li>○ K: 3<sup>rd</sup>-4<sup>th</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 50 sight words; Blends 3 letter words; Retells stories in logical sequence</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexiles b. Grades c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> </ul> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Student Data</li> <li>• District/School Data</li> <li>• Data Retrieval/Management Systems</li> <li>• MTSS Reports</li> <li>• Assessment Reports</li> <li>• Observations</li> <li>• Evaluations</li> <li>• Surveys</li> </ul>
<p><b>Leadership Team Members</b> including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders</p> <ul style="list-style-type: none"> <li>• Lori Armbruster, Kindergarten Teacher</li> <li>• Myesha Arrington, 1<sup>st</sup> Grade Teacher</li> <li>• Rosalind Greer, 2<sup>nd</sup> Grade Teacher</li> <li>• Angela Hayes, 3<sup>rd</sup> Grade Teacher</li> <li>• Devon Murray, 4<sup>th</sup> Grade Teacher</li> <li>• Taya Combs, 5<sup>th</sup> Grade Teacher</li> <li>• April Davis, Media Specialist</li> <li>• Clydia Newell, Principal</li> <li>• Marcus Huggins, Business Partner</li> <li>• Marilyn Lewis, Parent</li> </ul>			

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

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**Background:** Middle Ridge Elementary School (MRES) first opened in 1997 to serve K-5<sup>th</sup> grade students in Newton County. It is one of 13 Title-I elementary schools and serves an ethnically diverse population with the majority of students being Black, White, or Hispanic. The current enrollment is 660 students: 73% are Black, 15% are White, 7% are Hispanic, and 4% are of more than one race. 91% of our students participate in the Federal Free & Reduced Meals program, and 68% are economically disadvantaged. Subgroup populations include 138 students who receive MTSS services, 27 students who receive Gifted services, 112 students who receive Special Education services, and 34 students who receive ESOL services. The Georgia Department of Education has recognized Middle Ridge as a PBIS school at the Emerging level, and we are currently in our sixth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 3 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Middle Ridge earned a 52 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-3 <sup>rd</sup>	56	58	50
% Developing & Above-Milestones ELA-4 <sup>th</sup>	61	40	55
% Developing & Above-Milestones ELA-5 <sup>th</sup>	56	80	56
% Grade Level & Above-Milestones Reading-3 <sup>rd</sup>	19	25	25
% Grade Level & Above-Milestones Reading-4 <sup>th</sup>	32	19	30
% Grade Level & Above-Milestones Reading-5 <sup>th</sup>	33	38	25

MRES will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

**TABLE 8.2 MIDDLE RIDGE ELEMENTARY SCHOOL LITERACY PLAN**

TABLE 8.2 MIDDLE RIDGE ELEMENTARY SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Form a partnership of early learning leaders/stakeholders and consistently meet to develop and implement quality programming for children</b>	<ul style="list-style-type: none"> <li>• Family Connections is established</li> <li>• Newton Community Literacy Task Force (CLTF) is newly established</li> <li>• A Pre-K Program is established in our school. Classes: 2 General and 1 SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend additional stakeholders for the CLTF to ensure a diverse planning team</li> <li>• Develop CLTF meeting calendar</li> <li>• Co-Develop/Use meeting agendas based on literacy plans and 4 Pillars (Language Nutrition, Access, Positive Learning Environment, &amp; Teacher Preparation/ Effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up-to-date partnership contact information</li> <li>• Attend scheduled meetings quarterly</li> <li>• Increase stakeholder attendance and participation by                             <ul style="list-style-type: none"> <li>○ using multiple communication</li> <li>○ celebrating successes</li> <li>○ increasing volunteer opportunities</li> </ul> </li> </ul>
<b>B.</b>	<b>With early learning partners, create a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy</b>	<ul style="list-style-type: none"> <li>• Georgia’s System of Continuous Improvement process is used to develop, implement, monitor, &amp; sustain ALL systemic processes, including the development of literacy plans, in our district and schools</li> <li>• Our school system is a Get Georgia Reading community</li> </ul>	<ul style="list-style-type: none"> <li>• Align partnership meetings, agendas, activities, PL, and resources to goals and objectives included in literacy plans and to the 4 Pillars</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of evidence-based practices to inform systematic processes</li> <li>• Analyze student and community data to inform systematic processes</li> <li>• Develop methods to evaluate the effectiveness of systematic processes (How, p. 18)</li> </ul>
<b>C.</b>	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>• Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff’s Office, Juvenile Court, YMCA, Lion’s Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the CLTF includes representatives of supplemental services</li> <li>• Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>• Collect participation data from supplemental service providers</li> <li>• Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
<b>D.</b>	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>• The district and schools analyze multiple data points to inform instructional needs and root causes that are determined using the 5 Why’s</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>• Include data dig” time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule PLC’s and provide literacy resources for planning support and sustainability</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

Building Block 2: ENGAGED LEADERSHIP			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLCS, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
<b>B. Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
<b>C. School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis (student outcomes, teacher performance)</li> </ul>
Building Block 3: CONTINUITY OF INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Implement a plan to connect families to schools, childcare entities, and early learning services</b>	<ul style="list-style-type: none"> <li>The Curriculum Department organizes, advertises, and monitor Pre-K programming enrollment and early learning services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure early learning service information is available in the school and in each family's home language</li> </ul>	<ul style="list-style-type: none"> <li>Develop and distribute a map or brochure of childcare entities and early learning providers (How,p.21)</li> </ul>
<b>B. Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>C. Provide a comprehensive literacy block for literacy instruction</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> </ul>	<ul style="list-style-type: none"> <li>Implement a literacy block that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy blocks are differentiated for all students</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

		<ul style="list-style-type: none"> <li>• Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>		<ul style="list-style-type: none"> <li>• Schedule PLC's and collaborative planning to inform instructional shifts during literacy blocks</li> </ul>
<b>D.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum (3<sup>rd</sup>-5<sup>th</sup>)</b>	<ul style="list-style-type: none"> <li>• Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>• Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>• Increase time for reflective practice/peer observations</li> </ul>
<b>E.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>• School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize reading and writing resources during transition activities</li> <li>• Share reading and writing expectations during transition activities</li> </ul>
<b>F.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>• The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>
<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment Protocols are established (GKIDS, CogAT, PALS, PPVT, Benchmarks, Reading Inventory, DIBELS, Fastbridge, ITBS &amp; GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>• Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>B.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>• Formative (GKIDS, CogAT, Work-Sampling, Benchmarks, Reading Inventory, DIBELS, Fastbridge) and Summative Assessments (GKIDS, ITBS, GAA, GMAS) will be administered</li> <li>• MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment results to determine placement/remediation/acceleration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>C.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy</b>	<ul style="list-style-type: none"> <li>• MTSS processes are established to identify students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize diagnostic assessments and benchmarks to analyze data, plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

	<b>screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	instruction, and monitor student progress	
<b>D.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (GKIDS, ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>E.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>F.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate MTSS process for fidelity</li> </ul>
<b>G.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/ Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>

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<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>• PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>• Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>• Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>• Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>• Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>• Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

### Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION

Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A.</b>	<b>Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>• Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>

**Abbreviations:** Pre-K (Pre-Kindergarten), SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support) GELDS (Georgia Early Learning and Development Standards), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), GKIDS (Georgia Kindergarten Inventory of Developing Skills), CogAT (Cognitive Abilities Test), DIBELS Dynamic Indicators of Basic Early Literacy Skills), PALS (Phonological Awareness Literacy Screening), PPVT (Peabody Picture Vocabulary Test ), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)

Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>• Literacy Plans</li> <li>• GELDS/GSE Standards</li> <li>• GELDS/GSE Scope/Sequence</li> <li>• Curriculum Maps</li> <li>• Planning Guides</li> </ul>	<ul style="list-style-type: none"> <li>• GADOE Resources</li> <li>• NCS Intervention Bank</li> <li>• REL Evaluation Rubrics &amp; Guides</li> <li>• Theory of Action and Logic Model</li> <li>• What Works Clearing House</li> <li>• Marzano Meta-Analysis Database</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ K: 1<sup>st</sup> 9 Weeks- Names a combination of 40 letters or letter sounds; Writes name; Knows 5 sight words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project Plan</li> <li>• Assessment Plan</li> <li>• Improvement/Action Plans</li> <li>• CLTF</li> <li>• District/School Leadership Teams</li> <li>• Community Data</li> </ul>



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<ul style="list-style-type: none"> <li>• Aligned PL Topics</li> <li>• Benchmarks</li> <li>• Rubrics</li> <li>• MTSS</li> <li><b>Curriculum Activities</b></li> <li>• CLTF</li> <li>• PLC's</li> <li>• Collaborative Planning</li> <li>• Team Meetings</li> <li><b>Literacy Assessments</b></li> <li>• GKIDS</li> <li>• Work-Sampling</li> <li>• PALS</li> <li>• PPVT</li> <li>• CogAT</li> <li>• ITBS</li> <li>• Reading Inventory</li> <li>• DIBELS</li> <li>• Fastbridge</li> <li>• GAA</li> <li>• GMAS</li> </ul>	<ul style="list-style-type: none"> <li>• Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>○ K: 2<sup>nd</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 20 sight words; Retells stories in logical sequence</li> <li>○ K: 3<sup>rd</sup>-4<sup>th</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 50 sight words; Blends 3 letter words; Retells stories in logical sequence</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexiles b. Grades c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> </ul> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Student Data</li> <li>• District/School Data</li> <li>• Data Retrieval/Management Systems</li> <li>• MTSS Reports</li> <li>• Assessment Reports</li> <li>• Observations</li> <li>• Evaluations</li> <li>• Surveys</li> </ul>
<p><b>Leadership Team Members</b> including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders</p> <p>Melinda Murdaugh, Kindergarten, All Subjects, Ashley Ryals, First Grade, All Subjects          Vanita Jackson, Second Grade, All Subjects, Stacy Jaime, Third Grade, All Subjects          Brittney Miller, Fourth Grade, All Subjects, Shalisa Richburg, Fifth Grade, All Subjects          Kenneth Cole, Special Education, Reading/Writing/Math, Fourth and Fifth Grades          Ebony Bryant, Special Education, Reading/Writing/Math, Kindergarten through Second          Candace Cooke, Early Intervention Program, Kindergarten through Second          Heather Hodge, Instructional Coach, Candace Davey, Instructional Coach          Odia Hinds, Counselor, Daena Shearer, School Psychologist          Tina Rigole, Media Specialist          Turning Point Church- partner, Stevi B's Pizza-partner          El Charro-partner, Ashley Ryals- parent          De'Wanda Chester, Assistant Principal, Ron Edwards, Assistant Principal          Rhonda Battle, Principal</p>			

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

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**Background:** South Salem Elementary School (SSES) was established in 2008 and is one of 13 Title-I elementary schools located in Newton County. The K-5<sup>th</sup> grade population is ethnically diverse with the majority of students being Black, White, or Hispanic. The current enrollment is 865 students: 58% are Black, 23% are White, 11% are Hispanic, and 7% are of more than one race. 80% of our students participate in the Federal Free & Reduced Meals program, and 54% are economically disadvantaged. Subgroup populations include 201 students who receive MTSS services, 42 students who receive Gifted services, 136 students who receive Special Education services, and 74 students who receive ESOL services. The Georgia Department of Education has recognized South Salem as a PBIS school at the Installing level, and we are currently in our second year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 4 stars on the GA School Climate Rating System.

For the 2018-2019 school year, South Salem earned a 53 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-3 <sup>rd</sup>	76	58	60
% Developing & Above-Milestones ELA-4 <sup>th</sup>	68	72	48
% Developing & Above-Milestones ELA-5 <sup>th</sup>	67	57	66
% Grade Level & Above-Milestones Reading-3 <sup>rd</sup>	40	21	34
% Grade Level & Above-Milestones Reading-4 <sup>th</sup>	37	44	19
% Grade Level & Above-Milestones Reading-5 <sup>th</sup>	37	36	36

SSES will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

# NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

**TABLE 8.2 SOUTH SALEM ELEMENTARY SCHOOL LITERACY PLAN**

TABLE 8.2 SOUTH SALEM ELEMENTARY SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Form a partnership of early learning leaders/stakeholders and consistently meet to develop and implement quality programming for children</b>	<ul style="list-style-type: none"> <li>• Family Connections is established</li> <li>• Newton Community Literacy Task Force (CLTF) is newly established</li> <li>• A Pre-K Program is established in our school. Classes: 3 General and 1 SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend additional stakeholders for the CLTF to ensure a diverse planning team</li> <li>• Develop CLTF meeting calendar</li> <li>• Co-Develop/Use meeting agendas based on literacy plans and 4 Pillars (Language Nutrition, Access, Positive Learning Environment, &amp; Teacher Preparation/ Effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up-to-date partnership contact information</li> <li>• Attend scheduled meetings quarterly</li> <li>• Increase stakeholder attendance and participation by                             <ul style="list-style-type: none"> <li>○ using multiple communication</li> <li>○ celebrating successes</li> <li>○ increasing volunteer opportunities</li> </ul> </li> </ul>
<b>B.</b>	<b>With early learning partners, create a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy</b>	<ul style="list-style-type: none"> <li>• Georgia’s System of Continuous Improvement process is used to develop, implement, monitor, &amp; sustain ALL systemic processes, including the development of literacy plans, in our district and schools</li> <li>• Our school system is a Get Georgia Reading community</li> </ul>	<ul style="list-style-type: none"> <li>• Align partnership meetings, agendas, activities, PL, and resources to goals and objectives included in literacy plans and to the 4 Pillars</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of evidence-based practices to inform systematic processes</li> <li>• Analyze student and community data to inform systematic processes</li> <li>• Develop methods to evaluate the effectiveness of systematic processes (How, p. 18)</li> </ul>
<b>C.</b>	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>• Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff’s Office, Juvenile Court, YMCA, Lion’s Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the CLTF includes representatives of supplemental services</li> <li>• Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>• Collect participation data from supplemental service providers</li> <li>• Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
<b>D.</b>	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>• The district and schools analyze multiple data points to inform instructional needs and root causes that are determined using the 5 Why’s</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>• Include data dig” time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule PLC’s and provide literacy resources for planning support and sustainability</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

Building Block 2: ENGAGED LEADERSHIP			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLCS, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
<b>B. Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
<b>C. School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis (student outcomes, teacher performance)</li> </ul>
Building Block 3: CONTINUITY OF INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Implement a plan to connect families to schools, childcare entities, and early learning services</b>	<ul style="list-style-type: none"> <li>The Curriculum Department organizes, advertises, and monitor Pre-K programming enrollment and early learning services</li> </ul>	<ul style="list-style-type: none"> <li>Ensure early learning service information is available in the school and in each family's home language</li> </ul>	<ul style="list-style-type: none"> <li>Develop and distribute a map or brochure of childcare entities and early learning providers (How,p.21)</li> </ul>
<b>B. Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>C. Provide a comprehensive literacy block for literacy instruction</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> <li>Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>Implement a literacy block that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy blocks are differentiated for all students</li> <li>Schedule PLC's and collaborative planning to inform instructional shifts during literacy blocks</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<b>D.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum (3<sup>rd</sup>-5<sup>th</sup>)</b>	<ul style="list-style-type: none"> <li>• Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>• Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>• Increase time for reflective practice/peer observations</li> </ul>
<b>E.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>• School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize reading and writing resources during transition activities</li> <li>• Share reading and writing expectations during transition activities</li> </ul>
<b>F.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>• The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>• Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>
<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>				
<b>Action</b>		<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment Protocols are established (GKIDS, CogAT, PALS, PPVT, Benchmarks, Reading Inventory, DIBELS, Fastbridge, ITBS &amp; GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>• Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>B.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>• Formative (GKIDS, CogAT, Work-Sampling, Benchmarks, Reading Inventory, DIBELS, Fastbridge) and Summative Assessments (GKIDS, ITBS, GAA, GMAS) will be administered</li> <li>• MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment results to determine placement/remediation/acceleration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>C.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>• MTSS processes are established to identify students with at-risk indicators</li> <li>• Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize diagnostic assessments and benchmarks to analyze data, plan instruction, and monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<b>D.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (GKIDS, ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>E.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>F.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate MTSS process for fidelity</li> </ul>
<b>G.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/ Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>
<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>• Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>• Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>• Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>• Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

### Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION

	Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A.</b>	<b>Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>• Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize P-20 collaboration in literacy instruction--with an emphasis on reading and writing &amp; data-analysis (Why, p.37)</li> </ul>

**Abbreviations:** Pre-K (Pre-Kindergarten), SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support) GELDS (Georgia Early Learning and Development Standards), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), GKIDS (Georgia Kindergarten Inventory of Developing Skills), CogAT (Cognitive Abilities Test), DIBELS Dynamic Indicators of Basic Early Literacy Skills), PALS (Phonological Awareness Literacy Screening), PPVT (Peabody Picture Vocabulary Test ), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)

Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>• Literacy Plans</li> <li>• GELDS/GSE Standards</li> <li>• GELDS/GSE Scope/Sequence</li> <li>• Curriculum Maps</li> <li>• Planning Guides</li> <li>• Aligned PL Topics</li> <li>• Benchmarks</li> <li>• Rubrics</li> <li>• MTSS</li> </ul> <b>Curriculum Activities</b> <ul style="list-style-type: none"> <li>• CLTF</li> </ul>	<ul style="list-style-type: none"> <li>• GADOE Resources</li> <li>• NCS Intervention Bank</li> <li>• REL Evaluation Rubrics &amp; Guides</li> <li>• Theory of Action and Logic Model</li> <li>• What Works Clearing House</li> <li>• Marzano Meta-Analysis Database</li> <li>• Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screeners</li> <li>• Academic Indicators                             <ul style="list-style-type: none"> <li>○ K: 1<sup>st</sup> 9 Weeks- Names a combination of 40 letters or letter sounds; Writes name; Knows 5 sight words</li> <li>○ K: 2<sup>nd</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 20 sight words; Retells stories in logical sequence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project Plan</li> <li>• Assessment Plan</li> <li>• Improvement/Action Plans</li> <li>• CLTF</li> <li>• District/School Leadership Teams</li> <li>• Community Data</li> <li>• Student Data</li> <li>• District/School Data</li> <li>• Data Retrieval/Management Systems</li> <li>• MTSS Reports</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: K-5

<ul style="list-style-type: none"> <li>• PLC's</li> <li>• Collaborative Planning</li> <li>• Team Meetings</li> <li><b>Literacy Assessments</b></li> <li>• GKIDS</li> <li>• Work-Sampling</li> <li>• PALS</li> <li>• PPVT</li> <li>• CogAT</li> <li>• ITBS</li> <li>• Reading Inventory</li> <li>• DIBELS</li> <li>• Fastbridge</li> <li>• GAA/GMAS</li> </ul>		<ul style="list-style-type: none"> <li>○ K: 3rd-4<sup>th</sup> 9 Weeks- Names all 52 letters &amp; sounds; Forms all letters; Knows 50 sight words; Blends 3 letter words; Retells stories in logical sequence</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>○ 1<sup>st</sup>-5<sup>th</sup>: Secondary Indicator: a. Below Grade Level Lexiles b. Grades c. Behavior d. Attendance e. Summative Test Scores Below 70%</li> </ul> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Reports</li> <li>• Observations</li> <li>• Evaluations</li> <li>• Surveys</li> </ul>
<p><b>Leadership Team Members</b> including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders</p>			
<ul style="list-style-type: none"> <li>• Heidi Grady - Kindergarten-All</li> <li>• Kayla Bowe - 1st Grade-All</li> <li>• Jennifer George - 2nd Grade- All</li> <li>• Buffy Day - 3rd Grade-All</li> <li>• Andrea Edmunds - 4th Grade- All</li> <li>• Jenny Ley - 5th Grade- ELA</li> <li>• Kristie Howard- EIP</li> <li>• Linsey Cochran - EIP</li> <li>• Stephanie Thomas -Quest</li> <li>• Kim Mills- Instructional Coach</li> <li>• Marcia Bryant-Cornelison - Counselor</li> <li>• Meghan Bassel- Media Specialist</li> <li>• School Partnership List</li> <li>• Michelle Burston - Parent</li> <li>• Jessica Salmon - Assistant Principal</li> <li>• Jeffery Hughes -Interim Principal</li> </ul>			



# NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

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**Background:** Newton High School (NHS) was established in 1972 and is one of 3 Title-I high schools in Newton County. Its 9<sup>th</sup>-12<sup>th</sup> grade population is ethnically diverse with the majority of students being Black, White, or Hispanic. The current enrollment is 2,374 students: 77% are Black, 10% are White, 8% are Hispanic, and 4% are of more than one race. 67% of students participate in the Federal Free & Reduced Meals program, and 35% are economically disadvantaged. Subgroup populations include 126 students who receive MTSS services, 140 students who receive Gifted services, 296 students who receive Special Education services, and 41 students who receive ESOL services. The Georgia Department of Education has recognized Newton as a PBIS school at the Installing level, and we are currently in our eighth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 3 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Newton earned a 57 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-9 <sup>th</sup>	84	82	80
% Developing & Above-Milestones ELA-11 <sup>th</sup>	78	80	73
% Grade Level & Above-Milestones Reading-9 <sup>th</sup>	51	47	46
% Grade Level & Above-Milestones Reading-11 <sup>th</sup>	42	45	34

NHS will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.

# NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

**TABLE 8.2 NEWTON HIGH SCHOOL LITERACY PLAN**

TABLE 8.2 NEWTON HIGH SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff's Office, Juvenile Court, YMCA, Lion's Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the CLTF includes representatives of supplemental services</li> <li>Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>Collect participation data from supplemental service providers</li> <li>Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
B.	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>The school analyzes multiple data points to inform instructional needs and root causes that are determined using the 5 Why's</li> </ul>	<ul style="list-style-type: none"> <li>Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>Include data dig" time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide literacy resources for planning support and sustainability</li> </ul>
Building Block 2: ENGAGED LEADERSHIP				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLCS, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and LAGA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
B.	<b>Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
C.	<b>School leaders monitor formative and summative student data and effective literacy instructional practices</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

	<b>and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	<ul style="list-style-type: none"> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house, stakeholder meetings and forums) (How, p.22)</li> </ul>	analysis (student outcomes, teacher performance)
<b>Building Block 3: CONTINUITY OF INSTRUCTION</b>				
	<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A.</b>	<b>Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>B.</b>	<b>Implement disciplinary literacy in all subject areas</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is implemented in some classrooms</li> <li>Reading Intervention time is available for students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>Implement disciplinary literacy that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction is differentiated for all students</li> <li>Schedule PLC's and collaborative planning to inform instructional shifts</li> </ul>
<b>C.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum</b>	<ul style="list-style-type: none"> <li>Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>Increase time for reflective practice/peer observations</li> </ul>
<b>D.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>Maximize reading and writing resources during transition activities</li> <li>Share reading and writing expectations during transition activities</li> </ul>
<b>E.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A.</b>	<b>Use literacy screenings to assess the literacy skills of individual children for reading and writing</b>	<ul style="list-style-type: none"> <li>Fastbridge literacy screenings are administered to students</li> </ul>	<ul style="list-style-type: none"> <li>Administer comprehensive literacy screenings (Fastbridge, Reading Inventory) to students</li> <li>Maximize time to analyze results from screenings to assess readiness (collaborative planning, PLC's)</li> </ul>
<b>B.</b>	<b>Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>Formative and Summative Assessment Protocols are established (Benchmarks, Reading Inventory, Fastbridge, GAA, and GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>Share assessment protocols with designated school and teacher leaders</li> <li>Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>C.</b>	<b>Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>Formative (Benchmarks, Reading Inventory, Fastbridge) and Summative Assessments (GAA, GMAS) will be administered</li> <li>MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>Use assessment results to determine placement/remediation/acceleration</li> <li>Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>D.</b>	<b>Use diagnostic assessments to analyze "At-risk" indicators identified through literacy screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>MTSS processes are established to identify students with at-risk indicators</li> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize diagnostic assessments and benchmarks to analyze data, plan instruction, and monitor student progress</li> <li>Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>
<b>E.</b>	<b>Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (ITBS-previous year, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>F.</b>	<b>Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>G.</b>	<b>Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> <li>Evaluate MTSS process for fidelity</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

<b>H.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student's needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>	
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>
<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

# NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>	<ul style="list-style-type: none"> <li>Maximize P-20 collaboration in literacy instruction--with an emphasis on reading and writing &amp; data-analysis (Why, p.37)</li> </ul>
<b>Abbreviations:</b> SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)			
Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>Literacy Plans</li> <li>GELDS/GSE Standards</li> <li>GELDS/GSE Scope/Sequence</li> <li>Curriculum Maps</li> <li>Planning Guides</li> <li>Aligned PL Topics</li> <li>Benchmarks</li> <li>Rubrics</li> <li>MTSS</li> </ul> <b>Curriculum Activities</b> <ul style="list-style-type: none"> <li>CLTF</li> <li>PLC's</li> <li>Collaborative Planning</li> <li>Team Meetings</li> </ul> <b>Literacy Assessments</b> <ul style="list-style-type: none"> <li>GKIDS</li> <li>PALS</li> <li>PPVT</li> <li>CogAT</li> <li>ITBS</li> <li>Reading Inventory</li> <li>Fastbridge</li> <li>GAA/GMAS</li> </ul>	<ul style="list-style-type: none"> <li>GADOE Resources</li> <li>NCS Intervention Bank</li> <li>REL Evaluation Rubrics &amp; Guides</li> <li>Theory of Action and Logic Model</li> <li>What Works Clearing House</li> <li>Marzano Meta-Analysis Database</li> <li>Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>Universal Screeners</li> <li>Academic Indicators               <ul style="list-style-type: none"> <li>9<sup>th</sup>-12<sup>th</sup>: Primary Indicator:                   <ul style="list-style-type: none"> <li>Previous Year Transcript (ITBS, GMAS)</li> <li>2 or more classes failed</li> </ul> </li> <li>9<sup>th</sup>-12<sup>th</sup>: Secondary Indicator:                   <ul style="list-style-type: none"> <li>Below Grade Level Lexiles</li> <li>EOC data</li> <li>Behavior</li> <li>Attendance</li> <li>Summative Test Scores Below 70%</li> </ul> </li> </ul> </li> <li>Progress Monitoring</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Project Plan</li> <li>Assessment Plan</li> <li>Improvement/Action Plans</li> <li>CLTF</li> <li>District/School Leadership Teams</li> <li>Community Data</li> <li>Student Data</li> <li>District/School Data</li> <li>Data Retrieval/Management Systems</li> <li>MTSS Reports</li> <li>Assessment Reports</li> <li>Observations</li> <li>Evaluations</li> <li>Surveys</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 9-12

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**Leadership Team Members** including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders

- Shannon Buff- Principal
- Veronica Bacote- Assistant Principal
- Michael Chapple -Assistant Principal
- Matt Body- Assistant Principal
- Angelena Adams- Media Specialist
- Parent/Partner Rep-in progress
- Yolanda Wyatt- Special Education Teacher/Department Chair
- Jamala Penton- Family & Consumer Science Teacher
- Diana Brown- Math Teacher/Department Chair
- Catherine Davis- Special Education
- Edward Kim- Language Arts Teacher/Department Chair
- Coleen Amman- Spanish Teacher/Department Chair
- Kelly Parker- Head School Counselor
- Anna Hebert Daniel- Instructional Coach, Social Studies and ELA
- Amanda Tolbert- PE Teacher/Department Head
- Shundra Green- Science Teacher/Department Chair
- Beverly Johnson- CTAE Teacher/Department Chair
- Tiffani Johnson- Instructional Coach, Math and Science
- Stephen Foster- Social Studies Teacher/ Department Chair

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

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**Background:** Established in 1997, Indian Creek Middle School (ICMS) is currently one of 5 Title-I middle schools in Newton County and serves 6<sup>th</sup>-8<sup>th</sup> grade students. The total enrollment is 921 students: 33% are Black, 58% are White, 5% are Hispanic, and 3% are of more than one race. 63% of our students participate in the Federal Free & Reduced Meals program, and 37% are economically disadvantaged. Subgroup populations include 342 students who receive MTSS services, 177 students who receive Gifted services, 141 students who receive Special Education services, and 12 students who receive ESOL services. The Georgia Department of Education has recognized Indian Creek as a PBIS school at the Installing level, and we are currently in our eighth year of PBIS implementation. PBIS implementation, along with our No Place for Hate program, has had a positive impact on school climate. In 2019, our school was rated 3 stars on the GA School Climate Rating System.

For the 2018-2019 school year, Indian Creek earned a 51 CCRPI score, which has steadily declined over the last three years. Many of the challenges faced by our students and teachers are factors related to achievement in literacy. In the fall of 2019, we participated in a literacy needs assessment process to identify strengths and weaknesses in our current literacy program. The process was modeled after the Georgia Systems of Continuous Improvement and informed by quantitative and qualitative data-analysis. Data sources included assessment results, the Comprehensive Needs Assessment Survey and Georgia Literacy Needs Assessment Survey, the Statewide Longitudinal Data System, and community statistics. Analysis of data indicated a significant number of students who are not reading on grade level (Table 8.1), and additional instructional support is needed for our subgroups: economically disadvantaged, students with disabilities, and English language learners. All identified needs and root causes were determined using the 5 Why's.

<b>Indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Developing & Above-Milestones ELA-6 <sup>th</sup>	67	59	68
% Developing & Above-Milestones ELA-7 <sup>th</sup>	64	58	59
% Developing & Above-Milestones ELA-8 <sup>th</sup>	83	72	64
% Grade Level & Above-Milestones Reading-6 <sup>th</sup>	39	41	34
% Grade Level & Above-Milestones Reading-7 <sup>th</sup>	32	28	30
% Grade Level & Above-Milestones Reading-8 <sup>th</sup>	52	39	36

ICMS will implement a literacy plan (Table 8.2) based on the assessed needs with the expectation that students meeting the state-Lexile measure will increase by 3% each year as measured by the Georgia Milestones Assessment. Our literacy plan is aligned to Newton's L4GA project plan and Georgia's 6 Building Blocks for Literacy.



## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

**TABLE 8.2: INDIAN CREEK MIDDLE SCHOOL LITERACY PLAN**

TABLE 8.2: INDIAN CREEK MIDDLE SCHOOL LITERACY PLAN				
Literacy Goal:	The number of students meeting the state-Lexile measure will increase each year by 3% on the GMAS			
Building Block 1: COMMUNITY PARTNERSHIPS				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>With family and child/youth service organizations, provide supplemental services for children</b>	<ul style="list-style-type: none"> <li>Some of our partnerships that provide supplemental services are Family Connections, Viewpoint Health, DFACS, Drug-Free Coalition, Sheriff's Office, Juvenile Court, YMCA, Lion's Club, Newton Reads, ESOL programs for families</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the CLTF includes representatives of supplemental services</li> <li>Use monthly CLTF meetings to brainstorm ways to share available services for children &amp; families (community forums, school orientations, hospitals, libraries, youth centers, churches)</li> </ul>	<ul style="list-style-type: none"> <li>Collect participation data from supplemental service providers</li> <li>Disaggregate data by B-5, Grade Level, and Feeder Schools</li> </ul>
B.	<b>Meet monthly with partnerships among feeder patterns to discuss a planned system for using data to provide strategic direction</b>	<ul style="list-style-type: none"> <li>The school analyzes multiple data points to inform instructional needs and root causes that are determined using the 5 Why's</li> </ul>	<ul style="list-style-type: none"> <li>Develop a calendar for B-5 &amp; K-12 collaborative teams to examine data for vertical and horizontal instructional planning</li> <li>Include data dig" time in CLTF meetings</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide literacy resources for planning support and sustainability</li> </ul>
Building Block 2: ENGAGED LEADERSHIP				
Action	Current/Planning	Implementing	Expanding/Sustaining	
A.	<b>Administrators commit to learn about and support evidence-based literacy instruction</b>	<ul style="list-style-type: none"> <li>Administrators participate in DLT and Leadership trainings (monthly), PLC's, and Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in literacy PLC's, CLTF, and L4GA GAEL Institute for Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities to develop teacher literacy leaders</li> </ul>
B.	<b>Administrators organize school literacy leadership teams that actively affect change in educator practices</b>	<ul style="list-style-type: none"> <li>A School Leadership Team is in place, and meets regularly, to lead and coordinate improvement initiatives, including literacy</li> </ul>	<ul style="list-style-type: none"> <li>Invite stakeholders and vary team members to create a comprehensive approach for improvement in literacy</li> <li>Ensure team members understand the shared vision and literacy goals (How, p.21)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure team meetings are aligned to the literacy plan</li> <li>Ensure the literacy plan is implemented and monitored in all content areas and grade levels (How, p. 21)</li> </ul>
C.	<b>School leaders monitor formative and summative student data and effective literacy instructional practices and communicate outcomes with staff and stakeholders</b>	<ul style="list-style-type: none"> <li>Administrators &amp; Leadership Team members use Illuminate, SLDS, and MTSS reports to monitor student data</li> </ul>	<ul style="list-style-type: none"> <li>Schedule PLC's and provide resources based on monitored practices and identified needs</li> <li>Share achievement (gains) with staff and stakeholders at meetings and events (parent nights, open house,</li> </ul>	<ul style="list-style-type: none"> <li>Collect and respond to PL feedback</li> <li>Determine PL effectiveness on literacy instruction based on data analysis</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

		<ul style="list-style-type: none"> <li>Administrators use TKES and walkthroughs to monitor literacy instructional practices</li> <li>Administrators share data at PLC's; leadership, staff, team meetings, and conferences</li> </ul>	stakeholder meetings and forums) (How, p.22)	(student outcomes, teacher performance)
Building Block 3: CONTINUITY OF INSTRUCTION				
Action	Current/Planning	Implementing	Expanding/Sustaining	
<b>A.</b>	<b>Implement a plan to improve access for families to resources for developing literacy in the home</b>	<ul style="list-style-type: none"> <li>A Parent Resource Center is located in the school</li> <li>The district's book bus provides free literacy resources for ALL children</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources to improve literacy access (classrooms, book bus, libraries, YMCA, hospitals, forums, childcare centers)</li> <li>Advertise resource opportunities for families</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide trainings for families to help them effectively use resources to develop literacy in the home</li> </ul>
<b>B.</b>	<b>Implement disciplinary literacy in all subject areas</b>	<ul style="list-style-type: none"> <li>Daily 5 Literacy time is embedded in each grade level's schedule</li> <li>Reading Intervention time is scheduled for students with at-risk indicators</li> </ul>	<ul style="list-style-type: none"> <li>Implement disciplinary literacy that incorporates flexible groups and delivery models for literacy instruction based on student data</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction is differentiated for all students</li> <li>Schedule PLC's and collaborative planning to inform instructional shifts</li> </ul>
<b>C.</b>	<b>Cross-disciplinary teams meet to examine student work and collaborate on the achievement of literacy goals across the curriculum</b>	<ul style="list-style-type: none"> <li>Collaborative planning amongst teachers is in place to advance school improvement goals in all areas</li> </ul>	<ul style="list-style-type: none"> <li>Increase time for teacher collaboration to share effective strategies (differentiated instruction, engagement, reading and writing across the curriculum)</li> <li>Plan for PLC's on GSE literacy standards and reading and writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Examine student work/achievement data, model lesson plans and assessments during planning to collaborate on literacy goals and ensure a consistent literacy focus</li> <li>Increase time for reflective practice/peer observations</li> </ul>
<b>D.</b>	<b>Develop a systematic process for ensuring smooth transitions from one school to another</b>	<ul style="list-style-type: none"> <li>School orientation, open house, transition meetings and summer camps are held annually</li> </ul>	<ul style="list-style-type: none"> <li>Adjust transition protocol to address changes in school information, assignments, activities, resources, and supports</li> </ul>	<ul style="list-style-type: none"> <li>Maximize reading and writing resources during transition activities</li> <li>Share reading and writing expectations during transition activities</li> </ul>
<b>E.</b>	<b>Collaborate with out-of-school agencies and organizations to support classroom literacy instruction</b>	<ul style="list-style-type: none"> <li>The CLTF will serve as a collaborative "think tank" for expanding our literacy mission into the community</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in deliberate curriculum discussions (CLTF, forums, events, curriculum nights)</li> </ul>	<ul style="list-style-type: none"> <li>Involve out-of-school agencies in routine literacy initiatives (Literacy Days, Spelling Bee, GA Young Authors, Reading Bowl, Poetry Month, Hispanic Heritage Month)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

<b>Building Block 4: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS, TIERED INTERVENTIONS FOR ALL STUDENTS</b>			
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>
<b>A. Use literacy screenings to assess the literacy skills of individual children for reading and writing</b>	<ul style="list-style-type: none"> <li>ITBS and Fastbridge literacy screenings are administered to 6<sup>th</sup>-8<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li>Administer comprehensive literacy screenings (ITBS, Fastbridge, Reading Inventory) to 6<sup>th</sup>-8<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li>Maximize time to analyze results from screenings to assess readiness (collaborative planning, PLC's)</li> </ul>
<b>B. Establish an infrastructure for on-going, formative and summative assessments</b>	<ul style="list-style-type: none"> <li>Formative and Summative Assessment Protocols are established (Benchmarks, Reading Inventory, Fastbridge, ITBS GAA, GMAS )</li> </ul>	<ul style="list-style-type: none"> <li>Share assessment protocols with designated school and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>Establish a fidelity check system for administration/procedures/timelines</li> </ul>
<b>C. Establish a system of on-going formative and summative assessments to determine the need for MTSS, interventions, and to evaluate instruction</b>	<ul style="list-style-type: none"> <li>Formative (Benchmarks, Reading Inventory, Fastbridge) and Summative Assessments (ITBS, GAA, GMAS) will be administered</li> <li>MTSS protocols are established</li> </ul>	<ul style="list-style-type: none"> <li>Use assessment results to determine placement/remediation/acceleration</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL, resources, and support for administering and interpreting assessment systems</li> </ul>
<b>D. Use diagnostic assessments to analyze "At-risk" indicators identified through literacy screeners and to guide instructional planning</b>	<ul style="list-style-type: none"> <li>MTSS processes are established to identify students with at-risk indicators</li> <li>Fastbridge diagnostics are administered to guide instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize diagnostic assessments and benchmarks to analyze data, plan instruction, and monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL, resources, and support for data-analysis and MTSS interventions</li> </ul>
<b>E. Administrators and teachers review summative outcome data to make programmatic, instructional, and curricular decisions</b>	<ul style="list-style-type: none"> <li>Administrators and staff review summative data (ITBS, GAA, GMAS) to determine baseline needs and develop improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Use summative outcome data to identify curriculum and teacher needs specifically in literacy instruction (How,p.34)</li> <li>Maximize resources to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy plans and schedules based on summative data</li> </ul>
<b>F. Use data protocols to improve teaching and learning</b>	<ul style="list-style-type: none"> <li>Data teams and protocols are used to improve teaching and learning (SLDS, MTSS Data System, Illuminate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going support for teachers on decision-making protocols especially for subgroups (How,p.39)</li> </ul>	<ul style="list-style-type: none"> <li>Implement protocol with fidelity (How,p.39)</li> </ul>
<b>G. Student Support Team and Data Teams monitor progress jointly</b>	<ul style="list-style-type: none"> <li>Student Support/ Data teams meet to discuss student progress; Follow MTSS protocol</li> </ul>	<ul style="list-style-type: none"> <li>Schedule time consistently to discuss student progress especially for subgroups</li> <li>Provide support for MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate MTSS process for fidelity</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

<b>H.</b>	<b>Implement specially designed learning through supports and interventions based on diagnostic data of student's needs</b>	<ul style="list-style-type: none"> <li>Intervention tools and resources are provided in the least restrictive environment to support significant learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL for teachers of specially designed learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of specially designed learning and intervention tools</li> </ul>
<b>Building Block 5: TIERED SUPPORTS</b>				
<b>Action</b>	<b>Current/Planning</b>	<b>Implementing</b>	<b>Expanding/Sustaining</b>	
<b>A.</b>	<b>Support teachers in providing high expectations, grounded in appropriate practice with a focus on student interest</b>	<ul style="list-style-type: none"> <li>Lesson plans are based on the GSE and include differentiated instruction and evidence-based practices</li> </ul>	<ul style="list-style-type: none"> <li>Ensure evidence-based practices and resources support GSE Scope/Sequence; Monitor its fidelity (How, p.30)</li> </ul>	<ul style="list-style-type: none"> <li>Leverage technology within the learning process to promote engagement and relevance (What, p.11)</li> </ul>
<b>B.</b>	<b>Support teachers in providing literacy instruction in all contents and evidence-based interventions</b>	<ul style="list-style-type: none"> <li>Literacy training is provided for Daily 5 Literacy, Guided Reading, and Corrective Reading</li> <li>FastBridge Learning is used to provide tailored reading intervention activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure interventions include diagnostic assessments and multiple-entry points to avoid a one size-fits-all approach (What, p.9)</li> <li>Provide tutoring and programs for students who fail to meet targets/ goals (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure literacy instruction includes explicit instruction in word identification, vocabulary, comprehension, and small groups for differentiation (What, p.10)</li> </ul>
<b>C.</b>	<b>Support teachers in providing effective writing instruction across the curriculum</b>	<ul style="list-style-type: none"> <li>PL is provided on Traits Writing and Reading &amp; Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on best practices in writing instruction (What, p.10; How, p.42)</li> <li>Extend student learning opportunities (after school &amp; summer)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure writing instruction includes explicit instruction aligned to GSE Scope/Sequence (What, p.10)</li> </ul>
<b>D.</b>	<b>Support teachers in providing engaging daily instruction in which students read and write enough to build stamina</b>	<ul style="list-style-type: none"> <li>Learning tasks, formative, &amp; summative assessments include reading &amp; writing components</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers participate in PL on reading strategies, constructed responses, and extended writing responses</li> <li>Create and implement a plan to use technology for production, publishing, and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure instruction across subjects/grade levels includes reading and writing responses and rubrics</li> <li>Expand technology integration across subjects/grade levels</li> </ul>
<b>E.</b>	<b>Increase student access to a wealth of texts that are below, at and above grade level</b>	<ul style="list-style-type: none"> <li>Classrooms and libraries include leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all classrooms and libraries are literacy-rich environments (How, p.15)</li> </ul>	<ul style="list-style-type: none"> <li>Increase access to leveled texts that students consider interesting (How, p.41)</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

Building Block 6: PROFESSIONAL LEARNING IN LITERACY INSTRUCTION			
Action	Current/Planning	Implementing	Expanding/Sustaining
<b>A. Provide PL for administrators, teachers, coaches, and teaching assistants in literacy instruction including disciplinary literacy in content areas</b>	<ul style="list-style-type: none"> <li>Ongoing PLC's, collaborative and team planning time are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Maximize PL in literacy instruction for all instructional personnel based on student and teacher data (What, p.13; How, p.14)</li> </ul>	<ul style="list-style-type: none"> <li>Maximize P-20 collaboration in literacy instruction--with an emphasis on reading and writing &amp; data-analysis (Why, p.37)</li> </ul>
<b>Abbreviations:</b> SLDS (Student Longitudinal Data System), TKES (Teacher Keys Evaluation System), PL (Professional Learning), PLC (Professional Learning Community), MTSS (Multi-Tiered Systems of Support), GSE (Georgia Standards of Excellence) GAEL (Georgia Association of Educational Leaders), DLT (District Leadership Team), ITBS (Iowa Test of Basic Skills), GAA (Georgia Alternative Assessment), GMAS (Georgia Milestones Assessment System), ESOL (English for Speakers of Other Languages), REL (Regional Education Laboratory)			
Coordinating B-12 <sup>th</sup> Implementation	Selecting Evidence-Based Practices	Identifying the Need for Literacy Interventions	Monitoring Effectiveness
<b>Literacy Instruction</b> <ul style="list-style-type: none"> <li>Literacy Plans</li> <li>GELDS/GSE Standards</li> <li>GELDS/GSE Scope/Sequence</li> <li>Curriculum Maps</li> <li>Planning Guides</li> <li>Aligned PL Topics</li> <li>Benchmarks</li> <li>Rubrics</li> <li>MTSS</li> </ul> <b>Curriculum Activities</b> <ul style="list-style-type: none"> <li>CLTF</li> <li>PLC's</li> <li>Collaborative Planning</li> <li>Team Meetings</li> </ul> <b>Literacy Assessments</b> <ul style="list-style-type: none"> <li>GKIDS</li> <li>PALS</li> <li>PPVT</li> <li>CogAT</li> <li>ITBS</li> <li>Reading Inventory</li> <li>Fastbridge</li> <li>GAA/GMAS</li> </ul>	<ul style="list-style-type: none"> <li>GADOE Resources</li> <li>NCS Intervention Bank</li> <li>REL Evaluation Rubrics &amp; Guides</li> <li>Theory of Action and Logic Model</li> <li>What Works Clearing House</li> <li>Marzano Meta-Analysis Database</li> <li>Edreports.org</li> </ul>	<ul style="list-style-type: none"> <li>Universal Screeners</li> <li>Academic Indicators               <ul style="list-style-type: none"> <li>6<sup>th</sup>-8<sup>th</sup>: Primary Indicator: ITBS Scores below 35 NPR</li> <li>6<sup>th</sup>-8<sup>th</sup>: Secondary Indicator:                   <ol style="list-style-type: none"> <li>Below Grade Level Lexiles</li> <li>Grades</li> <li>Behavior</li> <li>Attendance</li> <li>Summative Test Scores Below 70%</li> </ol> </li> </ul> </li> <li>Progress Monitoring</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Project Plan</li> <li>Assessment Plan</li> <li>Improvement/Action Plans</li> <li>CLTF</li> <li>District/School Leadership Teams</li> <li>Community Data</li> <li>Student Data</li> <li>District/School Data</li> <li>Data Retrieval/Management Systems</li> <li>MTSS Reports</li> <li>Assessment Reports</li> <li>Observations</li> <li>Evaluations</li> <li>Surveys</li> </ul>

## NEWTON COUNTY SCHOOLS LITERACY PLAN: 6-8

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**Leadership Team Members** including, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders

- Linda Allemani- 7th Grade Math Teacher
- Stephanie Dorminey- 8th Grade Math Teacher
- Vicki Meeler -8th Grade Science Teacher
- Teresa Raines- 6th Grade ELA Teacher
- Veronica Housel- 7th Grade Social Studies Teacher
- Sharonda Tarplin- Instructional Coach
- Clare Schmitt- Instructional Coach
- Parent Representative- in progress
- Community Partner- in progress
- Lori McGovern, Media Specialist
- Valerie Reed- Assistant Principal
- Marc Dastous- Principal