

Application: Pulaski County Schools - B-5 Project Little Children Growing Pre-K

Aaron Green - agreen@pulaski.k12.ga.us
L4GA 2019 Grant Applications To Review

District Profile

Completed - Feb 7 2020

District Profile

District Name

Pulaski County Schools

District Contact Information

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

Name	Dr. Aaron Keith Green
Position	District Programs Coordinator
Email	agreen@pulaski.k12.ga.us
Phone	478-783-7200/7487

Grant Fiscal Agent MOU

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

[Fiscal Agent MOU Pulaski County Schools.pdf](#)

Filename: Fiscal Agent MOU Pulaski County Schools.pdf **Size:** 596.2 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.

[Conflict of Interest Pulaski County Schools.pdf](#)

Filename: Conflict of Interest Pulaski County Schools.pdf **Size:** 2.4 MB

Previous Grantee

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

no

Growing Readers

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

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 7 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[Pulaski County Schools L4GA Grant LEA Partnership Narrative 1.pdf](#)

Filename: Pulaski County Schools L4GA Grant LEA Partnership Narrative 1.pdf **Size:** 494.4 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[Pulaski County Schools L4GA Grant LEA Partnership Management Plan and Key Personnel 2.pdf](#)

Filename: Pulaski County Schools L4GA Grant LEA Partnership Management Plan and Key Personnel 2.pdf

Size: 354.2 kB

Please Upload:

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 (GFPC; 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)

[Pulaski County Schools L4GA Grant Needs Assessment and Root Cause Analysis 3.pdf](#)

Filename: Pulaski County Schools L4GA Grant Needs Assessment and Root Cause Analysis 3.pdf **Size:** 1.2 MB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Pulaski County Schools L4GA Grant Project Plan Goals Objectives and Support 4.pdf](#)

Filename: Pulaski County Schools L4GA Grant Project Plan Goals Objectives and Support 4.pdf **Size:** 594.6 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

[Pulaski County Schools Assessment and Data Analysis Plan 5.pdf](#)

Filename: Pulaski County Schools Assessment and Data Analysis Plan 5.pdf **Size:** 608.6 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.)

[Pulaski County Schools L4GA Grant Professional Learning Strategies Identified on the Basis of Documented Need 6.pdf](#)

Filename: Pulaski County Schools L4GA Grant Professional Learning Strategies Identified on the Basis of Documented Need 6.pdf **Size:** 608.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[Pulaski County Schools L4GA Grant Resources Strategies and Materials to Support Implementation of the Literacy Plan 7.pdf](#)

Filename: Pulaski County Schools L4GA Grant Resources Strategies and Materials to Support Implementation of the Literacy Plan 7.pdf **Size:** 762.5 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

[Pulaski County Schools L4GA Grant Budget Planning 9.pdf](#)

Filename: Pulaski County Schools L4GA Grant Budget Planning 9.pdf **Size:** 397.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Pulaski County Schools L4GA Grant References Appendix.pdf](#)

Filename: Pulaski County Schools L4GA Grant References Appendix.pdf **Size:** 289.4 kB

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	Pulaski County Schools
School or Center Name	LITTLE Children Growing Pre-K
System ID	716
School ID	3050

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

4

Number of Paraprofessionals or Teaching Assistants in School

4

Principal or Director

Name	Gini Thompson
Position	Director
Email	gthompson@pulaski.k12.ga.us
Phone	478-783-7205

L4GA 2019 School Contact

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

Name	Dr. Aaron Keith Green
Position	District Programs Coordinator
Email	agreen@pulaski.k12.ga.us
Phone	478-783-7200/7487

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 7 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

[Pulaski County L4GA Grant B-5 Literacy Plan 8](#)

Filename: Pulaski_County_L4GA_Grant_B-5_Literacy_Plan_8.pdf **Size:** 710.6 kB

Pulaski County School System, Birth to 5: Literacy Plan

Overview	Staff	Student Opportunities
<ul style="list-style-type: none"> • 84 students – PreK • 35 students Head Start • 28 students -First Baptist Church Weekday Ministries • 106 children - Child Care Learning Centers • 39 children – Family Child Care Learning Homes • 39.04% White • 52.41% Black • 1.71% Hispanic • .34% Asian • .34% American Indian/Alaska Native • 6.16% Two or more races • 100% Free and Reduced Lunch School 	<ul style="list-style-type: none"> • 1 Pre-K Director • 5 Pre-K Teachers, • 4 PreK Paraprofessionals • 1 Nurse (not on site) • 1 Head Start Center Manager • 2 Head Start Teachers • 2 Head Start Paraprofessionals • 2 Child Care Learning Center Directors • 7 Family Child Care Learning Home Directors 	<ul style="list-style-type: none"> • Special Education inclusion or resource model • Monthly Public Library Visits • Family Literacy Events • Parent Involvement Opportunities • Intervention Support • APEX – In School Counseling Service • Dental Bus • Vision Screening
Leadership Team	Community Assets	Past Instructional Initiatives
<ul style="list-style-type: none"> • Gini Thompson, Pre-K Director • Stephanie Landeros – Head Start Center Director • Debbie Puckett – Special Education Director • Mary Barber – Kid’s Express Center Director • Angela Singletary – Children’s World Learning Center Director • Raina Smith – First Baptist Church Weekday Ministries Director • Kerri Fountain – Children First • Sherrian Dorsey – Babies Can’t Wait • Katina Wheeler – FVSU Early Head Start • Sharon Sims – FVSU Early Head Start • Melissa Ellison – FVSU Early Head Start • Dr. Sandra Kopacz – Middle GA Pediatric Associates 	<ul style="list-style-type: none"> • Central Georgia Technical College • Middle Georgia State University • Heart of Georgia RESA • The W. Mansfield Jennings, Jr. Charitable Trust • Hawkinsville/ Pulaski County Family Connection • Certified Literacy Committee (Help Network) • Hawkinsville Pulaski County Recreation Department • M.E. Roden Public Library • Fort Valley State University Early Head Start • Churches • University of Georgia 4-H Extension Office • Hawkinsville/ Pulaski County Chamber of Commerce • Pulaski Tomorrow – Adult /Youth Leadership • Taylor Regional Hospital/ Middle GA Pediatric Assoc. • Hawkinsville Hometown Helpers (SunMark Bank) 	<ul style="list-style-type: none"> • Whole Language Literacy
Current Instructional Initiatives	PL Needs	Need for L4GA Grant
<ul style="list-style-type: none"> • Creative Curriculum • Depth of Knowledge/Higher Order Thinking • Classroom Management • Data Analysis and Utilization • School Improvement planning process • Differentiation 	<ul style="list-style-type: none"> • Build vocabulary and comprehension across content areas • Differentiated instructional strategies • Assisting students with developmental delays • Integrating technology into classroom instruction • Developing activities/lessons/units that fully integrate Higher Order Thinking/ Depth of Knowledge • Explicit instructional strategies in the academic areas to teach content vocabulary 	<ul style="list-style-type: none"> • Provide all stakeholders with PL necessary to help students become proficient in literacy • Provide training, technology, and resources to meet the evolving needs of students • Promote literacy awareness throughout the system and community • Provide/ distribute literacy resources to families and throughout the community

Pulaski County School System, Birth to 5: Literacy Plan

Building Block (BB)1: Community Partnerships		
Currently	Going Forward	Expanding/Sustaining
<p>A. A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade. (B-5th)</p>		
<p>1. Literacy plan developed by the Hawkinsville-Pulaski County Family Connections Collaborative based on data from KIDS COUNT, Pulaski County School's 3rd and 5th grade Georgia Milestones ELA results, Georgia Early Education Alliance for Ready Students (GEEARS), and Georgia Department of Early Care and Learning (DECAL) .</p> <p>2. 132 students (B-Pre-K receiving Ferst Reader books. PBDW Foster and Adoptive Parent Association and Walmart have given grants to sponsor these students.</p> <p>3. Hawkinsville/ Pulaski County Family Connection Collaborative meets bi-monthly. Literacy Plan updates are reviewed, and data is disbursed.</p>	<p>1. Create an Early Literacy Strategy Team comprised of the following agencies: Pulaski County Elementary School, Pulaski Co. Pre-K, Pulaski Co. Head Start, Fort Valley State University Early Head Start, Babies Can't Wait, Children Ferst, M. E. Roden Public Library, First Baptist Church Weekday Ministries, Hawkinsville/ Pulaski County Family Connection, Pediatricians, and Early Childcare Learning Centers.</p> <p>2. Utilize funding for books and printed materials to include students in Family Child Care Learning Homes and Child Care Learning Centers.</p> <p>3. Early Literacy Strategy Team will meet monthly.</p>	<p>1. To educate stakeholders on literacy initiatives and strategies for them to share with in their organization. We want to emphasize the importance of partnerships.</p> <p>2. Utilize funding from L4GA grant to provide books and supported materials for children birth to Pre-K.</p> <p>3. Two members of the Early Literacy Strategy Team will be a part of the District Literacy Team</p>
<p>B. The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (B-5th)</p>		
<p>1. Pre-K, Head Start, and Early Head Start use the Georgia Early Learning Development Standards to guide instruction.</p> <p>2. Professional learning for Pre-K, Head Start, and Early Head Start staff provided through Bright from the Start (BFTS)</p> <p>3. Read-alouds are a part of the daily instructional practices in Pre-K, Head Start, and Early Head Start.</p> <p>4. Pre-K participates in vertical alignment with the Kindergarten teachers at Pulaski County Elementary school.</p>	<p>1. Early Literacy Team to study literacy standards across the age groups in order to understand how they align.</p> <p>2. Early Literacy Team to look at BFTS professional learning at each age level to determine if literacy is a focus and if PL is aligned.</p> <p>3. Provide parent/caregiver support on how to do read-alouds at home through literacy programs and videos.</p> <p>4. Provide more opportunities for PreK and Kindergarten to meet for vertical alignment</p>	<p>1. Analyze the literacy curriculum and expectations for other Childcare Centers not required to follow GELDS in order to determine areas of alignment.</p> <p>2. Provide training to individuals on the 5 pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>3. Create videos using community partners modeling appropriate strategies when doing a read aloud that can be used at home.</p> <p>4. Integrate the other Early Child Care Agencies into the vertical alignment team</p>

Pulaski County School System, Birth to 5: Literacy Plan

C. Partnerships with family and child/youth service organizations provide supplemental services for children. (B-12th)		
<p>1. Family Literacy Nights are sponsored by Hawkinsville/ Pulaski County Family Connection. Events are offered at Pulaski County Elementary School, Pulaski Pre-K, and Pulaski Head Start</p> <p>2. M.E. Roden Library - "Books for Babies" -Library gives newborns birthed at Taylor Regional Hospital a book. Mudcat Molly from Muddy 'Mulgee Storytime - Library travels to Early Learning Centers promoting literacy. Pre-K student travel monthly to the Library for story time. Library offers a Summer Reading Program for children 3 years old - 17 years old.</p> <p>3. Certified Literacy Community promotes literacy for the whole family. A group formed by individuals in Pulaski County that currently is focused on parents and caregivers' education. They also give every student in 3rd grade a dictionary.</p> <p>4. First Baptist Church and other churches collect books and food for the Backpack Ministry. Identified students receive non-perishable food items each week and are allowed to pick up a book to read and keep.</p> <p>5. Middle Georgia Pediatric Associates provides children with books at their well-child Check</p> <p>6. Children First goes into the home to work with parents who have had premature babies. If developmental delays are found, the child is referred to Babies Can't Wait (BCW) which provides services and support in the home for parents and the child. BCW children can attend early Head Start. Services and supports are provided for BCW children until the age of 3. Before turning 3, BCW staff meet with appropriate stakeholders to share information on the child and determine the next steps for the child--i.e. testing, eligibility, services, etc.</p>	<p>1. Offer cross agency Family Literacy Events (Example Dr. Seuss week - partners will go to each child center to read and do an activity with the book.)</p> <p>2. Create a Book Mobile as a mobile literacy center.</p> <p>3. Communicate to parents/caregivers the opportunities of adult education</p> <p>4. Provide books in the waiting room at the MGPA for children to read while waiting to see the physician.</p>	<p>1. Collect survey data to improve events offered to families.</p> <p>2. Share information with parents/caregivers about the upcoming activities</p> <p>3. Encourage parent participation</p> <p>4. Book drive to continue to replenish the stock of books used for the Backpack Ministry</p> <p>5. Participants with Pulaski Adult/Youth Leadership collect books for well-child checks.</p>
D. Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (B-12th)		
<p>1. Hawkinsville/Pulaski Family Connection has a bi-annual data review meeting with partnered agencies.</p>	<p>1. Build partnership among agencies serving children birth to 5 years of age.</p>	<p>1. Collaborate with agencies for cross agency support for parents and children.</p>

Pulaski County School System, Birth to 5: Literacy Plan

Building Block (BB)2: Engaged Leadership		
Currently	Going Forward	Expanding/Sustaining
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school. (B-12th)		
<ol style="list-style-type: none"> 1. A newly developed District Literacy Team 2. Administrators attend professional learning 3. Pre-K and Head Start have been a part of the Hawkinsville/Pulaski Family Connection Literacy Team for several years. 	<ol style="list-style-type: none"> 1. Develop/Provide workshops on: phonological awareness, oral language, and read-alouds. 2. Hire a District Literacy Coordinator 3. Build continuity among all Pre-school, Pre-K, and Kindergarten programs 	<ol style="list-style-type: none"> 1. Analyze data, then Professional Learning to address areas of concern. 2. Identify and train future leaders on the 5 pillars of reading (Get Georgia Reading): phonological awareness, phonics, fluency, vocabulary and comprehension 3. Offer on-going Professional Learning opportunities to educate stakeholders
B. A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices. (B-12th)		
<ol style="list-style-type: none"> 1. Professional Learning Communities 	<ol style="list-style-type: none"> 1. Joint Professional Learning among agencies 2. Using data the literacy team will prioritize recommendations/goals for improvement and ensure stakeholders understand literacy goals 	<ol style="list-style-type: none"> 1. Strengthen relationships between the schools and early childcare providers by offering frequent trainings and meetings. 2. Identify literacy priorities; allocate resources to sustain
C. School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders.		
<ol style="list-style-type: none"> 1. Pre-K and Head Start use anecdotal notes, WSO, and projects. 2. Community volunteers reading to classrooms 	<ol style="list-style-type: none"> 1. Intentional focus on literacy practices for all 2. Partner with local leaders and civic organizations to promote sustainability of interest, support and funding. 	<ol style="list-style-type: none"> 1. Professional Learning on literacy instructional practice to educate stakeholders 2. Build continuity among all Pre-school, Pre-K, and Kindergarten programs

Building Block (BB)3: Continuity of Instruction		
Currently	Going Forward	Expanding/Sustaining
A. A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services. (B-5th)		
<ol style="list-style-type: none"> 1. Each agency uses a plan of communication with newsletters. 	<ol style="list-style-type: none"> 1. Create a plan that includes various agencies. Make sure all staff know and understand the plan. 2. Newly created Early Literacy Strategy team for outreach in the community 	<ol style="list-style-type: none"> 1. Share information through avenues other than the specific agencies

Pulaski County School System, Birth to 5: Literacy Plan

B. A plan is in place to improve access for families to resources for developing literacy in the home. (B-12th)		
1. First Reader books are delivered to 132 children in Pulaski County. There is a newsletter with ideas for family engagement.	<ol style="list-style-type: none"> 1. Communicate to parents the importance of a home library and home literacy tips. 2. Promote the value of communication and oral language 	<ol style="list-style-type: none"> 1. All children in Early Learning Centers would receive First Readers. 2. Collaborate with agencies for cross agency support for parents and children.
C. Comprehensive literacy block is provided for literacy instruction. (PK-5th)		
1. Pre-K has literacy embedded throughout the daily schedule--which is appropriate for students of this age. Literacy in Pre-K schedules: Large group literacy (15-20 minutes), 2 read-alouds (10-15 minutes each), phonemic awareness (5-10 minutes), small group time (20 minutes)	1. Be more intentional in using literature to introduce concepts in science, social studies, and social/emotional lessons.	1. Be more intentional in using literature to introduce concepts in science, social studies, and social/emotional lessons.
E. A systematic process is in place to ensure smooth transitions from one school to another.		
<ol style="list-style-type: none"> 1. We have Babies Can't Wait (BCW)--to Head Start and/or school, Early Head Start to Head Start--parent person gives info about Head Start and tells to visit, Pre-K to K 2. Pre-K and Pulaski Elementary work together to present a Transition program for PK parents. Parents are invited to the elementary school to meet administrators, meet kindergarten teachers, and get information—which includes visiting K classrooms and looking at a typical day in K (schedule) 3. Pre-K parents register for K during the mandated end of the year parent/teacher conference. 	<ol style="list-style-type: none"> 1. Transition from Head Start and PreK for those that register. 2. Organize a transition team consisting of daycare managers, Pre-K Director, Head Start Center Manager, elementary principals as well as teachers 	<ol style="list-style-type: none"> 1. MOA between agencies and parent permission to share required documentation required by each agency. 2. Literacy Events in conjunction with Hawkinsville/Pulaski County Family Connection and University of Georgia 4H County Extension Agent
F. Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (B-12th)		
<ol style="list-style-type: none"> 1. Muddy 'Mulgee from the M.E. Roden Public Library visits Early Care Centers. The Library hosts the PreK once a month for literacy activities. 2. University of Georgia County Extension 4H staff visit the Pre-K monthly using the My Plate curriculum. 3. Hawkinsville/Pulaski County Family Connection collaborates with Head Start, Pre-K, and PCES for family literacy activities. 4. Hawkinsville Hometown Helpers in conjunction with SunMark Community Bank read to PreK classrooms. 	<ol style="list-style-type: none"> 1. A book mobile that is staffed by partners to visit centers, neighborhoods, and schools. 2. Create a transition team for outreach in the community to continue supporting parents and stakeholders 	<ol style="list-style-type: none"> 1. An outreach program to bring literacy resources to our neighborhoods, churches, and local learning centers. 2. Social media communication 3. Expand PCSS website and school app for communication

Pulaski County School System, Birth to 5: Literacy Plan

Building Block (BB)4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students		
Currently	Going Forward	Expanding/Sustaining
A. Literacy screenings are used to assess readiness of individual children for reading and writing. (B-Age 5)		
<p>1. PK teachers assess students at the beginning and the end of the school year using Pulaski County Pre-K Student Learning Objective assessment--based on literacy and numeracy GELDS.</p> <p>2. Head Start gives the Brigance to help identify students who may need extra support/services.</p>	<p>1. Implement the Phonological Awareness Literacy Screening (PALS)--to be done 3 times a year</p> <p>2. Implement the Peabody Picture Vocabulary Test (PPVT)--to be done two times a year</p>	<p>1. Collaborate to review data and determine next steps to promote learning the foundational literacy skills needed to be successful.</p> <p>2. Collaboration to review strategies for interventions</p>
B. An infrastructure for on-going, formative and summative assessments is in place. (B-12th)		
<p>1. Pre-K teachers continually assess GELDS daily using anecdotal notes, matrices, and other forms of documentation that are used to complete the mid-year and end of year WSO checklist and narratives.</p> <p>2. Pre-K teachers give a beginning of the year and end of year benchmark assessment (SLO).</p>	<p>1. Revisit benchmark to ensure that foundational literacy and numeracy skills are the items that are being measured.</p>	<p>1. Revisit benchmark in order to create an assessment kit and script so that students are assessed consistently throughout all classrooms.</p>
C. A system of on-going formative and summative assessments is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K--12th grade)		
<p>1. Pre-K has an informal process for identifying students who may need interventions.</p>	<p>1. Formalize a process that is in line with system expectations.</p>	<p>1. Analyse WSO and SLO data to determine the effectiveness of instruction</p>
D. "At-risk" indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning. (PK--12th)		
<p>1. Using various information (including input from K teachers), Pre-K teachers have identified specific literacy and numeracy skills that are foundational pieces in which students need to be fluent (automaticity).</p>	<p>1. Use PALS as a literacy screener to inform instruction.</p> <p>2. Update Universal Screening procedures to include roles/tasks, data collection/entry timeline</p> <p>3. Smooth transition of data analysis, processing, instructional planning between schools to address needs</p> <p>4. PL on using assessment data to guide literacy instruction.</p> <p>5. Utilize diagnostic testing to analyze problems found in screening for placement within intervention, adjust instruction</p>	<p>1. PL/refresher sessions on assessment administration to ensure standardized procedures, accuracy of data recording</p> <p>2. Monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness</p>

Pulaski County School System, Birth to 5: Literacy Plan

E. Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions.		
1. PK reviews summative data at the end of the year to identify trends, areas of growth, and areas of need. Summative data reviewed: WSO, SLO based on learning targets, Local End-of-Year Kindergarten Assessment.	1. PK will use summative data to make necessary revisions within our program, instruction, and/or curriculum.	1. Identify and provide professional learning needed to support needed changes.
F. A clearly articulated protocol for using data to improve teaching and learning is followed.		
1. PLC forms are utilized to carry out the process of data analysis. During this process, teams discuss the analysis of the data and determine the next steps (i.e. professional learning, learning activities, intervention or enrichment opportunities, instructional changes, etc.)	1. Changes to the PLC form will be made in order to promote the whole process--from beginning (collecting and analyzing data) to end (changes made and the effect of the change). 2. Data Analysis/ Utilization training	1. Protocol for PLCs will be written and utilized throughout the school system, as well as shared with Head Start and Early Head Start.
BB 5: Tiered Supports		
A. Instruction is clearly and consistently aligned with the Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework. (B-Age 5)		
1. Instruction for Pre-K, Headstart, and Early Headstart is guided by DECAL's Georgia Early Learning and Development Standards (GELDS). 2. WSO Trainings and PL	1. PL for parents and teachers 2. Collaborative Planning and Observations	1. Provide practice time for teachers to redesign and then implement new/current lessons 2. Create exemplar lesson plans to provide to early learner providers
B. B. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (B-12th)		
1. IQ guides are used in PreK and HeadStart 2. Daily Schedule	1. Implement research-based reading practices for oral language development 2. Work with the Speech and Language Pathologist (SLP) to identify research based reading strategies for oral language	1. Future training will be developed for all B-5 stakeholders after analysis of previous professional learning.
D. All students receive effective writing instruction across the curriculum. (Pre-K -12th)		
1. This is an area of need---new teachers, lack of focused PL on appropriate strategies for teaching writing to PK.	1. PL on effective strategies for writing – focus on PK students.	1. PL on effective strategies for writing – focus on PK students. 2. Integrate writing strategies throughout the curriculum.

Pulaski County School System, Birth to 5: Literacy Plan

BB 6: Professional Learning in Literacy Instruction		
A. Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language. (B-Age 5)		
1. BFTS provides professional learning on appropriate instruction for early learners-not necessarily focused, ongoing PL in literacy instruction.	1. Offer blended professional learning (online/ Face-to-face) provides content/resources to teachers and staff	1. PL focused on the evidence-based instruction in development of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language. 2. Integrate learned strategies into daily instructional practices--

Pulaski County School System, Birth to 5: Literacy Plan

”What”/“How” based on K-12 documents

****Plan supported by data presented throughout application**

Measurement/Outcomes/Evidence/Artifacts

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	RTI/Assessment/Data
<ul style="list-style-type: none"> • Completed/revised literacy plans • Increased stakeholder attendance at literacy events – sign-in sheets • Leadership/faculty/grade/content agendas/minutes • Stakeholder correspondence • Literacy awareness/promotion materials in community 	<ul style="list-style-type: none"> • Sign-in sheets • PL Handouts and feedback • Stakeholder invitations/ correspondence • Stakeholder participation in PL – sign-in sheets • Classroom observations • Lesson plans 	<ul style="list-style-type: none"> • Purchase orders • Class observations • Lesson plans • Teacher surveys • Parent surveys • Collaborative meeting agendas/minutes 	<ul style="list-style-type: none"> • Scores/data reports (screeners, formative, benchmark, summative) • Collaborative meeting agendas/minutes • Lesson plans • Data meeting minutes

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

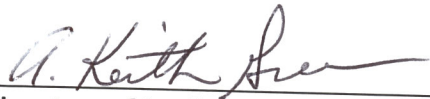
that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

Debbie Puckett, Asst. Superintendent Pulaski County Schools
Typed Name of Fiscal Agency Head and Position Title

2/1/2020
Date



Signature of Applicant's Authorized Agency Head (required)

Aaron K. Green, District Programs Coordinator Pulaski County Schools
Typed Name of Applicant's Authorized Agency Head and Position Title

7 FEB 20
Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Aaron Keith Green

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

Address: 72 Warren Street

City: Hawkinsville, Ga. Zip: 31036

Telephone: (478) 783-7200/7487 Fax: (478) 783-7204

E-mail: agreen@pulaski.k12.ga.us



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

Debbie Puckett, Asst. Superintendent Pulaski County Schools

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

2/7/2020

Date (required)

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

Professional Learning

“For every \$500 directed toward various school-improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests” (Why, p. 141).

Though PCS staff members have participated in a variety of workshops, seminars, and online offerings, we have not seen the kinds of gains in literacy that we need for our students. However, we believe that by increasing our focus on literacy, employing a full-time District Literacy Coordinator, engaging/participating in GAEL L4GA Leadership Institute, and actively involving all stakeholders we can reverse that pattern. As required by GaPSC, each certificated employee will have an individual professional learning goal (developed yearly) based on that educator’s needs.

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- Gifted and ESOL Endorsement
- Formative Instructional Practices (FIP)
- Use of Statewide Longitudinal Data System (SLDS)
- Data Team Training
- Summer Institutes (data analysis, unit planning)
- Standards-Based Classrooms
- Writers’ Workshop
- Co-teaching Strategies
- Differentiated Instruction
- Journeys Reading
- Science Fusion
- Thinking Maps
- Peer Assisted Learning (PALS)
- New Teacher Induction/Mentoring
- Fountas and Pinnell
- Odysseyware
- MAPS
- PBIS (Positive Behavior Intervention Supports)

Programmatic PL Needs

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

- Differentiated Instruction: activities/strategies/management
- Content specific literacy strategies
- Data (community-level, assessment) disaggregation/utilization
- Early language/ literacy development; whole child approach (tenets: healthy, safe, engaged, supported, challenged)
- Direct/explicit strategies for language/grammar instruction
- Assisting students in reading content area complex texts
- Evidence-based practices (EBP) in literacy instruction: explicit vocabulary instruction; direct, explicit comprehension strategy instruction; intensive, specialized interventions/strategies for struggling readers; peer-assisted learning; small-group reading interventions; developing academic English (Dooley, 2017)
- Evidenced-based practices (EBP) in writing instruction: Model-Practice-Reflect instructional cycle; multi-purpose use of the writing process; integration of writing and reading to emphasize key writing features (What Works Clearinghouse, 2012, 2016)
- Four Pillars of Literacy (language nutrition, access, positive learning climate, teacher preparation/effectiveness)
- Digital literacy (application of literacy practices that lead to an understanding of the operational, cultural, critical, and creative in relation to utilization of digital technologies/online tools – Hague and Williamson, 2009); Using technology to enhance literacy instruction/promote engagement
- Using Lexiles
- Response to Intervention
- Participation in statewide professional literacy-based learning webinars/online courses/conferences
- Literacy strategies to support EL/SWD subgroups

Many trainings are available online through Comprehensive Reading Solutions and GADOE. Interactive modules and live/recorded webinars allow for flexible learning opportunities for all stakeholders.

Academic coaches, District Literacy Coordinator, RESA consultants, P-20 partners, and teacher leaders are also valuable resources for PL. Through our community coalition we will draw upon the wealth of knowledge available in the community: early childcare providers might offer training on early child development and language acquisition; community representatives might offer training on how poverty, homelessness, or lack of healthcare affects children’s ability to succeed in school, or perhaps they can

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

provide strategies to help with mental health issues. The most crucial aspect in the PL plan is involving ALL stakeholder in providing and receiving PL. One solution to reaching families and other stakeholders is to conduct training and literacy events in the neighborhoods. Assembly rooms available in churches or housing projects can be utilized for training and events. We can also solicit assistance from churches/faith-based organizations to provide transportation to training and events. Outreach to increase awareness is imperative.

Time Allocated for Collaborative Planning

PCES (K-5) – 50 minutes'/grade level – whole group/cross-curricular content meetings occur weekly

PCMS (6-8) – 6th grade 75 minutes; 7th grade 75 minutes; 8th grade 75 minutes – whole group/ cross-curricular content meetings occur monthly and vertical content quarterly

HHS – 90 minutes planning, but no common planning for content area – departmental meetings are held after school one afternoon during the week

Process Used to Determine Effectiveness of PL

Traditional measures such as those below have been and will continue to be used to determine the effectiveness and adequacy of PL. Also, using walkthroughs and/or formal observations, administrators will encourage teachers to experiment and work through new learning.

Results will be assessed through the following:

- Analysis of student achievement - benchmark/summative data
- Formative assessments to measure student achievement
- Universal screening/progress monitoring data
- PL meetings/documentation
- Written feedback/summaries of walk-throughs/observations
- Evaluation of PL through teacher surveys
- Presentations by teachers of successful strategies at collaborative meetings
- Administrative review of lesson plans
- Analyzing student work collaboratively

The table below outlines the PL plan with related goals and objectives. The plan describes the type of PL opportunities available for all stakeholders as we implement the L4GA grant. The goal is to ensure successful implementation and to promote strong literacy instruction for children birth through 12th grade. This plan includes building block references that correlate to the literacy plans. The indicated methods of effectiveness will be consistently used to determine efficacy of professional learning.

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

(EBP refers to Evidence-based practices specified in Programmatic PL Needs addressed earlier in this section)

Goal: Increase the number of students scoring proficient and above on summative assessments.			
PL Objectives	Timeline	K-12 Literacy Plan Reference	Effectiveness Measures
Develop/sustain intentional strategies for student engagement/motivation (K-12 What, p. 11)	Ongoing	Building Block 4 - C	<ul style="list-style-type: none"> • PLC documentation/minutes • GSE units • Walk-through observations • Assessment Data (formative/summative); improved EOG/EOC scores • Student samples of constructed/extended response questions
Refine/expand direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills across content areas (EBP) (K-12 How, p. 40; What, p. 10)	Fall 2020 Ongoing	Building Block 4 - A	
Improve use of assessment data to guide literacy instruction (K-12 What, p. 9)	Fall 2020 Ongoing	Building Block 3 - B	
Develop/sustain best practices in disciplinary literacy within content areas (EBP) (K-12 What, p. 13)	Ongoing	Building Block 6 - B	

Goal: Increase the number of students scoring proficient on writing portion of Georgia Milestones.			
PL Objectives	Timeline	K-12 Literacy Plan Reference	Effectiveness Measures
Improve/sustain best practices in writing instruction in all content areas (EBP) (K-12 What, p. 10)	Ongoing	Building Block 4 - B	<ul style="list-style-type: none"> • PLC documentation/minutes • GSE units • Walk-through observations • Georgia Center for Assessment (GCA) Assesslet Data • Assessment Data (formative/summative); improved EOG/EOC writing scores • Student portfolios of writing samples
Continue "Writing" modules on Comprehensive Reading Solutions website	Ongoing		
Integration/use of technology to support literacy instruction and assessments (K-12 What, pp. 10-11)	Ongoing	Building Block 4 - C	

*The PL described in the above two tables will be for all elementary, middle, and high school teachers, as appropriate, and based on school improvement plans.

Goal: Develop PL opportunities on early literacy for all stakeholders.

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented Need 6

Pulaski County Schools: Professional Learning Strategies Identified on the Basis of Documented

Need 6

PL Objectives	Timeline	B-5 Literacy Plan Reference	Effectiveness Measures
Provide PL in research-based instructional strategies for developing oral language for children birth-to-five (B-5 How, p. 13)	Summer/Fall 2020	Building Block 4 - B	<ul style="list-style-type: none"> • PLC documentation/ minutes • Walk-through observations • Stakeholder surveys • Documented use of neighborhood centers for training/literacy events; transportation
Provide PL to ensure use of research-based practices aligned to GELDS, Head Start Developmental and Early Learning Framework, and Learning Standards for Georgia Pre-K (B-5 How, p. 13; What, p. 9)	Summer/Fall 2020	Building Block 4 - A	
Provide early literacy training through community-based partners with early care/education providers that models developmentally appropriate practice (B-5 How, p. 16)	Fall 2020	Building Block 6 - A	
Develop a train-the-trainers model utilizing resources within the community (B-5 How, p. 16)	Fall 2020	Building Block 6 - A	

Pulaski County Schools: Assessment/Data Analysis Plan 5

Data Analysis

Administrators and teachers in Pulaski County Schools know that assessment is essential for the improvement of student achievement. Teachers are expected by administration to adjust instruction according to student assessment data. Currently, a variety of valid and reliable assessments are used by teachers to measure student progress as students work to meet personal goals, classroom objectives, and state standards. Universal screeners are used along with other formative and summative assessments and progress monitoring. In order to assess student achievement, teachers and administrators also analyze student data through an on-going review of students' historical data using the State Longitudinal Data System (SLDS). Teachers consistently report student progress to inform students, parents, and administrators.

The primary use of assessment data is to help teachers to identify students with academic deficits as well as those who demonstrate significant strengths and adjust instruction in order to meet their needs. PCS recognize that two significant portions of the puzzle are missing in addressing the needs of our students. We have neglected to utilize community level data such as poverty rates; percentage of children not attending Pre-K; percentage of children living in single-parent households; percentage of children enrolled in assistance programs such as WIC, Medicaid, PeachCare, SNAP and TANF; percentage of children without health insurance; and percentage of babies born to mothers with less than twelve years of education. This data helps explain many of the obstacles teachers face as they strive to meet the academic needs of students. It also helps explain many of the struggles we face in addressing literacy. The other part of the puzzle missing is our neglect in involving early care providers and community representatives in analyzing assessment data. These valuable community stakeholders possess a wealth of knowledge and resources to assist in meeting the needs of our current and future students.

Tying Community Data to Academic Performance – What the Research Says

- Low birth weight babies (7%, 2018): “Preterm birth and low birth weight poses risks for the language development of children, especially in the first years of life.” (Zerbeto, Cortelo, Filho, 2015)
- Teen births, ages 15-19 (per 1000) (42.7%, 2018): Babies born to teen mothers have less developed speaking skills at age five than children from older mothers.” This is likely due to social factors. (Science Daily, 2013)
- Babies born to mothers with less than twelve years of education (16%, 2018); Children living in single-parent families (40.2%, 2017); Poverty rate for ages 5-17 (31.1%, 2017): “. . . low parent education, single-parent family status, and poverty are risk factors associated with lower school performance and general well-being.” (Temple, Reynolds, Arteaga, 2010); Children who grow up in a low socioeconomic status (SES) household often experience decreased levels of literacy activities with their parents.” (Building the Path to Reading Proficiency, 2016)
- Children, ages 3 to 4, not attending pre-school (60.4% 2017): “Young children exposed to high-quality care geared toward their social, emotional, and intellectual development exhibit better language, cognitive, and social skills, and develop better relationships with

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classmates than do children in low-quality care.” “The ability to for many parents to enroll their children in childcare rests on two issues: access and cost.” (Building the Path to Reading Proficiency, 2016)

Community Assets

In order to meet the needs of these children and other subgroups deemed at risk for poor literacy proficiency, the following community assets have been mapped/identified and will be utilized for literacy promotion, literacy information/resources distribution, and training:

Community Asset Category	Assets
Physical Assets	<ul style="list-style-type: none"> • Hawkinsville/Pulaski Recreation Dept. • Community Centers (Robert Smith Center, Housing Authority) • Churches • M. E. Roden Library
Economic Assets	<ul style="list-style-type: none"> • Local Business • Hawkinsville Chamber of Commerce • Childcare Providers
Stories	<ul style="list-style-type: none"> • Community/School Volunteers
Local Residents	<ul style="list-style-type: none"> • Community/School Volunteers
Local Associations	<ul style="list-style-type: none"> • Civic Organizations • Hawkinsville/Pulaski Recreation Dept. • Church/Faith-based Organizations • Partners in Education
Local Institutions	<ul style="list-style-type: none"> • M. E. Roden Library • Higher Education Partners • Taylor Regional Hospital • Pulaski County Health Department • Pediatrician/Other Medical Offices

Current Assessment Protocol

Assessment	Purpose	Grades	Skills Measured	Test Frequency
Unit Benchmark Assessments (program provided; teacher-made, USA Test Prep)	Progress Monitoring	K-12	GSE	Upon completion of each unit; Times vary

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Formative Assessments (teacher-made, USA Test Prep; MAPS; Odysseyware; Lexia)	Progress Monitoring	K-12	GSE	August-May; Times vary
Reading and Math Universal Screeners (MAPS; Fountas and Pinnell; teacher-made)	Diagnostic Identify students in need of intervention	Pre-K-12	Fluency; Comprehension; Math Computation	August, January, May
Summative Assessments (EOG, EOC; teacher-made)	Assess student proficiency on grade level standards	3-12	GSE	April (EOG) December/May (EOC) August-May in class Times vary for teacher-made assessments
Accuplacer (administered by partnering colleges/universities)	College entrance	9-12	Reading; Writing; Math	August-May; Times vary

During post-planning and again during pre-planning the following year, PCS teachers in grades 3- 12 analyze content/domain student data from the previous school year’s Georgia Milestones Assessment. Grade-level/departmental teams meet to discuss student performance and to conference with students to set goals in each content area.

PCS teachers use universal screeners in math and reading to assess all K-8 students and to identify the lowest (10%-15%) performers for RTI placement. The protocol calls for progress monitoring data to be studied consistently and frequently by grade/departmental teams. Of course, students are frequently assessed in most of their classes to evaluate their progress on content taught throughout the school year. Teachers are expected to use both formative and summative assessment data to guide instruction by tracking patterns of weaknesses and strengths

Improved Plan for Assessment/Data Analysis

- Data representing “the whole child” will be utilized: formative, summative, progress monitoring assessment data; community level data as previously mentioned; anecdotal data in student records
- Invite early childcare providers and community representatives to data meetings for

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participation in data and root cause analysis and strategies for intervention

- Expand opportunities for parent involvement in discussion of assessment data and interpreting individual student assessment results
- Extend invitations to all stakeholders to participate in PL opportunities related to literacy, assessment, data analysis, and other topics as deemed appropriate

Improved Use of Data to Inform Instruction

PCS administrators and teachers use data from Georgia Milestones results, benchmark assessments, unit tests, and formative assessments to determine strategies for instruction and materials needed and to determine the best instructional and teaching practices to use in their classrooms. Universal screening data is utilized to plan instruction and determine resources needed for RTI interventions. Training will continue on differentiated instruction, assessment uses, and academically challenging environment. PL will be expanded to include vital information related to early literacy for all stakeholders. The PL will focus on topics such as the following: the four research-based pillars for success (language nutrition, access, positive learning climate, and teacher preparation and effectiveness); critical brain development and the foundation for language and literacy; and instructional evidence-based practices for reading development such as explicit comprehension strategy instruction, explicit vocabulary instruction, peer-assisted learning, small-group reading interventions, developing academic English, and intensive supplementary instruction for struggling students. The training is critical in linking the use of community-level and assessment data to best practices for addressing the literacy needs of children, both school age and birth to five. (GADOE: “Get Georgia Reading”; Dooley, 2017)

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Description of Needs Assessment Participants/Process

The District Leadership Team includes representatives from all school levels; personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups are also included to form an inclusive group with varied perspectives. The team meets monthly on the first Thursday and other times, as needed. Stakeholder input is gathered through surveys. Comprehensive Needs Assessment (CNA) and District Improvement Plan information is presented at the Spring Title I Meeting, and feedback is requested. The documents are posted on the district website for public comment. Updates are communicated to the leadership team and board members at the annual Board Retreat. The team utilizes the 5 Whys for root cause analysis. District needs are determined using survey information and the following data:

- Georgia Milestones
- Universal Screening
- SLDS (Student Longitudinal Data System)
- GCA (Georgia Center for Assessment) Writing Assesslets
- CCRPI (College and Career Readiness Performance Indicators)
- Stakeholder Surveys

**See data specifics in LEA-Partnership Narrative and Established Need sections of this application.*

Overarching Need: Student Achievement in All Content Areas
Root Cause Economic situations of families cause lack of experiences and resources
Overarching Need: District Alignment of Expectations and Procedures
Root Cause Lack of consistency in expectations and procedures and the communication of procedures across the district due to time and personnel constraints
Overarching Need: Assessment Strategies and Uses
Root Cause Lack of consistent use of assessments and assessment data

PCS is taking steps to address the root causes identified. Our literacy plans and LAGA project plan directly address the root causes associated with the need for improved proficiency in the content areas. In addition to the comprehensive needs assessment process described above, we are also collaborating with family, community, childcare, RESA, and P-20 partners to address literacy – awareness of the importance of early literacy development, family literacy, community literacy, literacy instruction. The District Literacy Team met initially on 1/2/2020. A stakeholder collaborative literacy meeting was held 1/8/2020. Details of these meetings are addressed in the Established Need section of this application (Areas of Concern, Steps Taken).

Coherent Instructional System
Past Instructional Initiatives: <ul style="list-style-type: none">• Standards-based Classrooms (PCS) 2008-present• Differentiated Instruction (PCS) 2008-present• CCGPS/GPS/GSE (PCS) 2004-present

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- Co-teaching (PCS) 2004-present
- RTI (PCS) 2009-present
- RACE (PCES, PCMS) 2013-present
- Monthly District Focus Walks (PCS) 2017-present
- HMH Journeys Reading (PCES, K-5, PCMS, 6) 2018-present
- Lexia (PCES, K-5) 2016-present
- 21st Century After School Program (PCS) 2012-2019

Current Instructional Initiatives:

- HMH Journeys Reading (PCES, K-5, PCMS, 6) 2018
- Lexia (PCES, K-5) 2016-present
- Standards-based Classrooms (PCS) 2008-present
- Differentiated Instruction (PCS) 2008-present
- CCGPS/GPS/GSE (PCS) 2004-present
- Co-teaching (PCS) 2004-present
- RTI (PCS) 2009-present
- RACE (PCES, PCMS) 2013-present
- Monthly District Focus Walks (PCS) 2017-present

Cross-curricular Connections to Literacy:

- Literacy embedded within GSE units in ELA
- Content area teachers utilize Literacy in History/Social Studies, Science, and Technical Subjects GSE for literacy instruction across the curriculum
- Lexile-leveled text utilized within content area classrooms (PCES)

Community and Family Engagement

Community Assets (*see also Community Assets in Assessment/Data Analysis Plan*)

- Flyers, social media, newsletters, school/district websites, local newspaper, parent meetings, Community Work Sessions/Forums and Remind System to communicate with stakeholders
- APEX provides counseling/mental health services to students on campus during school day
- Community members, volunteers, and civic organizations invited into schools to provide learning opportunities and work with students: 4-H, Women Ready And Committed (*Delta Sigma Theta Sorority*), Pulaski County Youth Leadership Committee, Hawkinsville/Pulaski County Recreation, Pulaski County Certified Literate Community Campaign (CLC)
- Parents/community members included in PTO composition
- Available locations to hold events – St. Thomas AME Annex, Community Center (Robert Smith Center, Housing Authority), Churches, M. E. Roden Library
- Due to low participation, PCS is making an effort to offer activities/events to involve all stakeholders at a variety of times to accommodate different schedules
- Electronic versions of resources provided at workshops/activities posted on websites and/or social media for parents to access at their leisure
- Online solicitation of stakeholder feedback

Engaged Leadership

Routines and Processes for On-going Engagement of Leaders

- Consistent structure of meetings throughout district to reduce variability, focusing on vision/mission
- School Leadership Teams use 5 Whys; Root Cause Analysis; Plan, Do, Study, Act data driven process for improving student learning/school effectiveness

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- Monthly District Focus Walks to promote culture of learning, identify next steps, and showcase “best practices”
- Academic/Instructional Coaches provide instructional support and PL
- New Teacher Induction/Mentoring Program supports new teachers

Positive Learning Environment

Social and Emotional Supports for Families and Students

- APEX provides counseling/mental health services to students on campus during school day
- School counselors at each school
- Safety walks conducted multiple times per year to identify potential hazards
- Parent Involvement Coordinator and Parent Mentor assist parents as necessary (providing resources, transportation, workshops, assistance with paperwork, etc.)
- Transportation provided for students to local childcare facilities
- School Climate Ratings Over the Past Few Years

School	2016	2017	2018	2019
PCES	2	3	3	3
PCMS	2	2	3	3
HHS	2	3	3	3

- Other Developmental Supports available for the Whole Child
 - PCS strives to follow the whole child tenets and ensure that every student is healthy, safe, engaged, supported, and challenged
 - Focus areas include literacy (early literacy, content literacy), school climate, expanding educational learning opportunities (Dual Enrollment), and preparing students for “college, career, and life”

Professional Capacity

Time for PL for All Levels and All Relevant Staff

- Common planning scheduled for PCES/PCMS grade levels/HHS departments, along with whole group meetings to plan, receive PL and review data
- Additional release time provided for unit/assessment planning/development and PL
- Approaches to PL
 - PL determined based on achievement/observation data and teacher recommendation
 - Job-embedded PL
 - Delivery: RESA consultants/workshops; SLDS, Summer Institutes, in-house academic coach contracted vendors; webinars; online endorsement courses; in-housing training by teacher leaders
- Teaching Workforce Credentials and Needs
 - Administrators attend recruitment fairs
 - New Teacher Induction/Mentoring Program supports new hires
 - 75% in-field certification 2019-20
 - Focus on “growing our own” teachers (from students and paras); increase in former students returning to Pulaski County to teach

**Areas of concern addressed in Established Need section of this application*

Need for L4GA Grant

“Approximately three-quarters of children who are not proficient readers in 3rd grade continue to be struggling readers throughout high school. These children are more likely to drop out of school and struggle to ever find self-sustaining employment.” In Georgia, 66% of 3rd graders can’t read proficiently. (www.readrightfromthestart.org; getgeorgiareading.org) Pulaski County schools face the same challenge. The tables below show our **3rd grade achievement data** from EOG for the last three years.

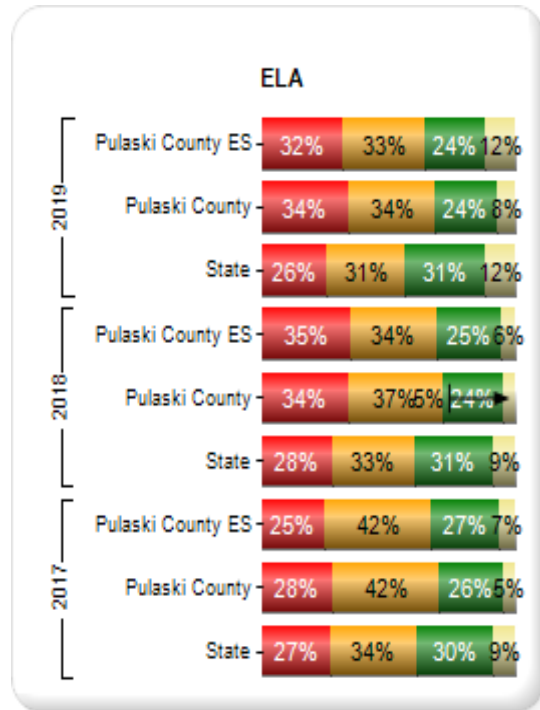
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Georgia Milestones EOG and EOC Lexile data for grades 3-8, 9 and 11 are also included. Additional EOG data and community level data is available in the Partnership Narrative section of this application.

3rd Grade EOG Scores

2017-2019



Percentage of 3 rd grade students scoring Beginning Learner Level on EOG who are SWD	
2019	78%
2018	57%
2017	61%

Percentage of students in grade 3 achieving a Lexile measure equal to or greater than 670 on the Georgia Milestones ELA EOG	
2017	59%
Percentage of students in grade 3 achieving a Lexile measure equal to or greater than 520 on the Georgia Milestones ELA EOG	
2018	51.3%
2019	62.4%

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Lexile	2017-2018		2018-2019	
<u>% Below Grade Level (Lexile < 830L)</u>	4 th Grade	5 th Grade	4 th Grade	5 th Grade
	49.5%	50.5%	50%	50%
<u>% Grade Level or Above (Lexile ≥ 830L)</u>	4 th Grade	5 th Grade	4 th Grade	5 th Grade
	40%	60%	38%	62%

<u>% Below Grade Level (Lexile < 1010L)</u>	6 th Grade	7 th Grade	8 th Grade	6 th Grade	7 th Grade	8 th Grade
	56%	45%	24%	48.5%	31.9%	36.5%
<u>% Grade Level or Above (Lexile ≥ 1010L)</u>	6 th Grade	7 th Grade	8 th Grade	6 th Grade	7 th Grade	8 th Grade
	44%	55%	76%	51.5%	68.1%	63.5%

Lexile	2016-2017		2017-2018		2018-2019	
<u>% Below Grade Level (Lexile < 1050L)</u>	9 th Grade Lit.	Amer. Lit	9 th Grade Lit.	Amer. Lit	9 th Grade Lit.	Amer. Lit
	24%	35%	25%	45%	11%	54%
<u>% Grade Level or Above (Lexile ≥ 1050L)</u>	9 th Grade Lit.	Amer. Lit	9 th Grade Lit.	Amer. Lit	9 th Grade Lit.	Amer. Lit
	76%	65%	75%	55%	89%	46%

As the scores reveal, we have increased our percentage of 3rd graders scoring at the Beginning Learner level from 25% in SY17 to 32% in SY19 on the EOG; our Beginning Learner level percentages are significantly higher than the state average (26% in SY19), which is very troubling. Similarly, in relation to the percentage of students achieving the Proficient and Distinguished Learner levels are consistently below the state average each year e.g. (SY19 state avg. 43%/PCS 32%/PCES 36%). Additionally, our SWD students are not performing well, with the greatest percentage scoring only at the Beginning Learner level. Since all of our students are considered Economically Disadvantaged due to our Community Eligibility Provision participation, and we have too few EL (English Learner) students, no additional subgroup information is available. EOG Lexile performance is below the state (SY19 73% on or above grade-level) which is very disappointing. In school years 2017-2019, our 3rd graders Lexile scores revealed that our students scored significantly below the state as evident in the table.

ELA – Estimated Tiered Metrics of EOG and EOC Data (2019)

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District Level Data														
Grades	# Tested	# BP	# Prof	Est. % Tier 3 Intens	Est. % Tier 2 Intens	Est. % Tier 2 Suppl	Est % Tier 1	Est. % Tier 1 Plus		Est. # Tier 3 Intens	Est. # Tier 2 Intens	Est. # Tier 2 Suppl	Est # Tier 1	Est.# Tier 1 Plus
GRADE 3	93	61	32	10%	33%	23%	17%	17%		9	31	21	16	16
GRADE 4	118	83	35	11%	35%	25%	18%	12%		12	42	29	21	14
GRADE 5	102	58	44	9%	28%	20%	29%	14%		9	29	20	30	14
GRADE 6	101	66	35	10%	33%	23%	27%	8%		10	33	23	27	8
GRADE 7	113	82	31	11%	36%	25%	22%	5%		12	41	29	25	6
GRADE 8	74	49	25	10%	33%	23%	26%	8%		7	25	17	19	6
9th GRADE LIT.	37	21	16	9%	28%	20%	36%	7%		3	11	7	14	3
AMERICAN LIT.	51	38	13	11%	37%	26%	21%	4%		6	19	13	11	2
Total	689	458	231	10%	33%	23%	24%	10%		69	229	160	162	69

Tier 1 Plus = Students ready for above grade-level content

Tier 1 = Learning near or at grade level

Tier 2 Supplemental = 1-2 years behind grade-level peers

Tier 2 Intensive = 2 years behind grade-level peers

Tier 3 Intensive = > 2+ years behind grade-level peers

The “ELA – Estimated Tiered Metrics,” shows the distribution of students in each performance group by 2019 grade level enrollment. These calculations were performed and displays developed in partnership with Houghton Mifflin Harcourt using a proprietary algorithm developed by HMH from the report *Linking the Georgia Milestones Assessments to NWEA MAP Growth Tests*. The purpose of the calculations and visualizations is to assist Pulaski County School District and their associated schools anticipate and understand the scope and scale of skill diversity that exists within their classrooms and to better respond to the range of student learning needs.

The Pulaski County School Literacy Plan will be modified with this data in mind. The analysis shows that (example: *groups of highest concern, groups who are not moving up, groups that are stagnant, over half our students need, etc.*) the District Literacy Team will work collaboratively to design functioning vertical alignment of literacy. Plans to address these concerns include (ex: *evidence based intervention for middle school, emphasis on foundational reading in primary grades, improving Tier 1 instruction in elementary, etc.*) school leadership and literacy team will progress monitor instructional practices.

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Areas of Concern

Concern (B-5, K-12 What)	Steps Taken
<p>BB1 Engaged Leadership: B-5/A: Plan for shared leadership and effective approach to literacy K-12/B, F: Organize literacy team; enlist community support</p>	<ul style="list-style-type: none"> • District Literacy Team established; first meeting held 1/2/2020; established purpose/mission, discussed ideas and expectations for literacy, determined next steps • Early Literacy meeting on 1/8/2020; representatives from the following were present: Fort Valley State University - Early Head Start Program, M. E. Roden Public Library, Hawkinsville/Pulaski County Family Connection, LITTLE Children Growing Pre-K, Children's World Learning Center, and Kid's Express Daycare
<p>BB2 Continuity of Care and Instruction B-5/A, B, C, D: Early care coalition; transition plan; plan to connect families to school and childcare; plan to connect community to school K-12/C: Collaboration with community organizations/agencies</p>	<ul style="list-style-type: none"> • Early Literacy meeting on 1/8/2020: discussed the B-5 literacy instructional gap; shared Milestones data; considered ways to improve transition into school; discussed ways to provide information and services to families and outside agencies; emphasized the importance of community/school collaboration and professional learning; discussed transportation and other obstacles preventing attendance at literacy/school activities; considered neighborhood locations for training/literacy events; discussed/agreed upon the importance of increasing awareness of the need for early literacy among parents, childcare providers, and community at large
<p>BB3 Ongoing Formative and Summative Assessments K-12/E: Articulated strategy for using data to improve teaching and learning</p>	<ul style="list-style-type: none"> • Training on data analysis and utilization • Data meetings: school and district leadership meetings; grade level meetings
<p>BB4 Best Practices in Literacy Instruction B-5/B: Evidence-based practices in literacy K-12/A: Direct, explicit literacy instruction</p>	<ul style="list-style-type: none"> • District Literacy Team providing literacy PL, including evidence-based literacy practices • School PL on explicit literacy instruction
<p>BB6 Professional Learning B-5/A: Community partners receive PL in development of early literacy</p>	<ul style="list-style-type: none"> • Addressed providing PL, as appropriate, to family/community/P-20 partners at Early Literacy meeting 1/8/2020

Moving Forward

Pulaski County Schools: Needs Assessment and Root Cause Analysis 3

The data clearly shows we have much work ahead of us to improve student literacy proficiency. Throughout the needs assessment process, we have also identified “Building Block” areas of concern that we are addressing (see table above). During the needs assessment process, we ensure that all content and ancillary teachers, including special education, EL, CTAE, specials/connections, and media specialist are included, as well as paraprofessionals. The next big step in the process is to expand our stakeholders to include parents/families, childcare providers, community organizations/agencies, RESA, and P-20 collaborative partners. We have begun this process, with the initial Early Literacy meeting held on January 8, 2020. The following measures have been recognized as priorities as we move forward in improving literacy in our schools and community:

- Establish District Literacy Team
- Establish Literacy Coalition; actively solicit stakeholder support for literacy awareness and school/instructional improvement – families, childcare providers, local businesses/agencies/ Organizations, P-20 collaborative partners
- Target birth-5 literacy initiatives to address early literacy deficits
- Provide and distribute literacy information, instructional resources, books, etc. to families and outside organizations/agencies
- Implement a community “*Literacy Bus*” to travel through neighbors to provide literacy opportunities
- Provide PL (e.g. *GAEL LAGA Leadership Institute*), as appropriate for all stakeholders
- Focused instructional PL: explicit literacy instruction addressing all facets of literacy (phonological awareness, concepts of print, alphabet knowledge, vocabulary, oral language, writing, comprehension) across content areas; utilization of evidence-based strategies and best practices; technology/digital literacy

Pulaski County Schools: Project Plan, Procedures, Goals, Objectives, and Support 4

<p>Goal: Improve B-12th literacy, thus improving student achievement in all content areas. (“A learner’s literacy ability is the root of ALL academic performance. . .” Why, p. 31)</p> <p>Goal: Improve effectiveness in the areas of differentiated instruction, assessment uses, and academically challenging environment. (CNA; B-5, What, pp. 7-8; K-12 What, pp. 8-10)</p>			
Objectives	Current/Future Efforts	Current/L4GA Funding	Measurement
<p>Need for shared literacy vision owned by school leadership and staff members, students, parents, and community stakeholders. (BB 1)</p>			
<ul style="list-style-type: none"> Stakeholders assist in developing/revising B-12th literacy plans Solicit out-of-school literacy support Involve all stakeholders in literacy initiatives (Why, p. 31) Increase teachers’ awareness of role in literacy instruction (Why, p. 31) 	<ul style="list-style-type: none"> Literacy Plans development/revision Initial stakeholder meeting 1/8/20 Distribute information about literacy/other initiatives; recruit community representatives/early childcare providers for literacy initiatives District Literacy Team includes representatives from all schools, disciplines; focus on literacy across curriculum leading to improved student achievement 	<ul style="list-style-type: none"> NA L4GA - promotional activities, flyers, posters Title I/General - correspondence NA 	<ul style="list-style-type: none"> Plans completed/revised/shared with all stakeholders Increased outside literacy support; sign-in sheets Stakeholder groups attend literacy activities/PL; sign-in sheets District Literacy Team membership; school leadership/faculty/grade/content team minutes; improved EOG/EOC scores
<p>Need for continuity of literacy instruction: transition from early care to school and from one school to another; literacy focus across curriculum. (BB 2/4)</p>			
<ul style="list-style-type: none"> Leverage resources targeting early literacy (B-5) to organize, implement, and sustain an effective approach to literacy (B-5 How, p. 1) 	<ul style="list-style-type: none"> Recruit representatives from all stakeholder groups for early literacy initiatives; provide/distribute early literacy 	<ul style="list-style-type: none"> L4GA 	<ul style="list-style-type: none"> Stakeholder groups attend informational meetings/curricular activities; sign-in sheets; early literacy resources/

Pulaski County Schools: Project Plan, Procedures, Goals, Objectives, and Support 4

<ul style="list-style-type: none"> • Refine/sustain system academic vocabulary instructional plan (K-12 What, p. 6). • Stakeholder involvement opportunities focusing on curriculum/classroom instructional practices (B-5 What, p. 8) • Ensure GSE curricular scope/sequence, expectations, and rigor are followed in classrooms with fidelity (Why, p. 31) • Increase teacher knowledge of incorporating literacy instruction into all curriculum areas (Why, p. 32) 	<p>resources (books, informational resources, instructional materials, software licenses, etc.)</p> <ul style="list-style-type: none"> • District vocabulary plan developed; improve teacher use and best practices in vocabulary instruction • Stakeholder involvement activities on variety of educational topics • Utilize GADOE GSE instructional planning documents • Share best practices in literacy instruction during grade meetings; PL in writing instruction across curriculum; K-5 Journeys Reading PL, collaborative planning 	<ul style="list-style-type: none"> • Title IIA/L4GA - PL • Title I – Community/ Parent Involvement activities • Title IIA/L4GA - release time for instructional planning • Title IIA/L4GA - PL release time 	<p>materials purchase orders</p> <ul style="list-style-type: none"> • District vocabulary plan implemented with fidelity as evidenced by teacher surveys, observations, lesson plans • Stakeholder groups attend informational meetings/curricular activities; sign-in sheets • Lesson plans; observations as evidence of application • Classroom observations, lesson plans provide evidence of literacy instruction across curriculum; increase in scores in the Reading and Vocabulary domains of ELA EOC/EOG
<p>Need for PL on literacy instruction for all stakeholders. (BB 6).</p>			
<ul style="list-style-type: none"> • PL on literacy instruction within content areas. (K-12 What, pp. 6, 10). <ul style="list-style-type: none"> ○ Incorporating non-fiction and fiction texts in content-area instruction ○ Explicit vocabulary instruction ○ Use of content-specific text structures ○ Use of content-area writing to 	<ul style="list-style-type: none"> • RESA training; peer observations; monitoring through TKES observations; walk-throughs; expand PL audience, as appropriate, to include 	<ul style="list-style-type: none"> • Title IIA/General/ L4GA - release time, stipends, consultants 	<ul style="list-style-type: none"> • PL sign-in sheets for stakeholder attendance; lesson plans, observations as evidence of application; improved EOG/EOG scores in SS, science, writing

Pulaski County Schools: Project Plan, Procedures, Goals, Objectives, and Support 4

<p>strengthen comprehension and improve writing in all genres</p> <ul style="list-style-type: none"> • Evidence-based literacy practices: explicit vocabulary instruction; direct, explicit comprehension strategy instruction; intensive, specialized interventions for struggling readers; peer-assisted learning; small-group reading interventions; developing academic English (Dooley, 2017) • Training on birth-5 vertical alignment and best practices for development of early literacy skills (Why, p. 21; B-5 What, pp. 7-8); whole child approach <ul style="list-style-type: none"> ○ Instructional practices that address dialectal differences to improve basic reading skills (Dooley, 2017) • Access to content-area texts at multiple levels of complexity in variety of formats; PL in use of complex text in content-area literacy instruction (Why, p. 46) <ul style="list-style-type: none"> ○ Provide technology needed for accessing texts in variety of formats ○ PL in effective use of technology in instruction ○ Provide infrastructure for accessibility to texts in all formats • Increase teacher knowledge of incorporating writing into all curriculum areas (Why, pp. 45-46) <ul style="list-style-type: none"> ○ Develop/implement vertically/horizontally articulated writing plan 	<p>stakeholders</p> <ul style="list-style-type: none"> • Birth-5 PL for all stakeholders; provide transportation or conduct PL in neighborhood locations • Expand accessibility to print/digital texts • PL in writing instruction across curriculum; plan for incorporating writing across curriculum; 	<ul style="list-style-type: none"> • Title IIA/L4GA - PL • L4GA – print/digital resources • Title IIA/L4GA – PL; release time for literacy planning; assesslets for 3rd-11th grades in variety of genres 	<ul style="list-style-type: none"> • PL sign-in sheets for stakeholder attendance • Teacher/parent surveys to gauge satisfaction with: <ul style="list-style-type: none"> ▫ literacy program materials ▫ availability of print resources at multiple levels of complexity ▫ access to technology for literacy instruction ▫ integrated use of technology by teachers/students ▫ reliable access to technology • Student work; plan for writing across curriculum; improved writing proficiency as evidenced by assesslet scores; lesson
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Pulaski County Schools: Project Plan, Procedures, Goals, Objectives, and Support 4

<p>consistent with GSE (K-12 How, p. 42; What, p. 10)</p> <ul style="list-style-type: none"> ○ Literacy instruction and analysis of student work is priority in collaborative meetings; provide PL (K-12 How, p. 29) ○ Leverage technology to expedite writing production, publishing, and communication within content areas; provide PL (K-12 How, p. 42; What, p. 10) ○ Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle; provide PL (What Works Clearinghouse, 2016) 	<p>increase use of constructed/ extended response in content areas; embed explicit instruction of writing skills into all content areas; include literacy instruction discussion in all collaborative meetings; promote student engagement through creative use of technology; expand/increase keyboarding instruction</p>		<p>plans; classroom observations; collaborative meeting agendas</p>
<p>Need to refine and sustain systematic Response to Intervention protocol, resources, implementation, and monitoring. (BB 5)</p>			
<ul style="list-style-type: none"> • Effective intervention resources; provide adjustments for improved RTI implementation/monitoring protocols (B-5 What, p. 8; K-12 What, p.11) 	<ul style="list-style-type: none"> • Continue current RTI interventions; increased time for RTI; RTI Handbook, (protocols/ procedures) revised/ posted on website 	<ul style="list-style-type: none"> • Title I/Title VB/ General/LAGA 	<ul style="list-style-type: none"> • In-program assessments; RI data; improved EOG/ EOC scores; RTI meeting agendas
<p>Need for comprehensive and balanced system for formative and summative assessments across all grade levels to identify the instructional needs of students, to provide appropriate differentiation, and to make program/instructional adjustments. (BB 3)</p>			

Pulaski County Schools: Project Plan, Procedures, Goals, Objectives, and Support 4

<ul style="list-style-type: none"> • Develop content-area common formative and summative assessments; data utilized for meeting students’ specific needs (K-12 What, p. 8) • Content/grade teachers and other stakeholders analyze formative and summative data to 	<ul style="list-style-type: none"> • Develop/update formative and unit assessments; PL on formative assessment; data meetings to discuss student needs; data analysis/utilization PL • Content/grade data analysis meetings; 	<ul style="list-style-type: none"> • Title I/Title IIA/L4GA - release time for assessment development; PL • Title IIA/L4GA 	<ul style="list-style-type: none"> • Standard assessment protocol implemented as evidenced by teacher surveys/lesson plans; common assessment data; data meeting minutes • Data meeting minutes; Summer Institute
<p>improve instructional program/make instructional adjustments (K-12 What, p. 9)</p>	<p>Summer Institute for data analysis and unit/instructional planning; involve other stakeholders in data analysis/ instructional improvement</p>		<p>documentation; unit planning documents; stakeholder correspondence</p>

Pulaski County Schools: LEA-Partnership Narrative

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

Pulaski County Schools (PCS) is a public school system located in Hawkinsville, GA within Pulaski County. The system includes four feeder schools: Little Children Growing-(Pre-K), Pulaski County Elementary School-PCES (K-5); Pulaski County Middle School-PCMS (6-8); and Hawkinsville High School-HHS (9-12). The system originated in 1889 and continues to grow, serving approximately 1,274 students. Pulaski County had two separate school district until 1971. According to record the two school district were Pulaski County School System which served the rural Pulaski County High School and church schools (1920-1950). The Hawkinsville City School System which served Hawkinsville High, Hawkinsville Elementary School, and the two black schools (Lumpkin Street School and J. L. Bozeman School). In 1971, the systems combined into one school system upon the enforcement of integration. A new high school was opened in 1975 and a new elementary school was opened in 1990 which both to this day serves as educational facilities for the students of Pulaski County. A new K-12 facility was approved in November 2019 to be constructed near the site of the current high school. Pulaski County has approximately 105 students (8.2% of PCS student population) that attend private schools in the area.

Students enrolled in HHS have many opportunities to participate in extracurricular activities, Honors classes, and dual enrollment degree programs in conjunction with Middle Georgia State University and Central Georgia Technical College. The district will partner with Pulaski County Children and Youth Family Connection, Head Start, M. E. Roden Public Library, and L.I.T.T.L.E. Children Growing Pre-K, Children’s World Learning Center, and Kid’s Express Daycare to implement literacy initiatives. Pulaski County Schools will also utilize our P-20 partnership with Heart of Georgia RESA, Middle Georgia RESA, Middle Georgia State University, and Central Georgia Technical College in order to fully implement and expand our literacy projects. The table below lists the organizational partnerships and contact information.

Community Assets

<u>Partner Organization</u>	<u>Contact Person</u>	<u>Title</u>	<u>Contact Information</u>	<u>Role</u>
APEX - Community Mental Health of Middle Georgia	Connie Smith	APEX Program Manager	csmith@csbmg.com (478)275-6850 Ext. 1392 2121-A Bellevue Rd. Bldg. 4 Dublin, GA31021	Individual & Group Therapy
Middle Georgia Community Action Agency	Robin Thomas	Executive Director	rsthomas@mgcaa.org (478)9224464 Ext. 111	Community Service Support and Head Start
Heart of Georgia RESA	Connie Howell	School Improvement ELA, Reading Consultant/ Generalist	conniehowell@gmail.com (478) 374-2240 717 Smith St. Dublin, GA 31021	Reading/ Literacy Consultation Professional Development

Pulaski County Schools: LEA-Partnership Narrative

Middle Georgia RESA	Dr. Julie Alligood	Executive Director, MGRESA	jalligood@mgresa.us 478-988-7170 80 Cohen Walker Dr. Warner Robins, Ga. 31088	Reading/ Literacy Consultation Professional Development
Fort Valley State University - Early Head Start Program	Katina Wheeler	Family Advocate at Children's World Learning Center LLC	kking@fvsu.edu (478)841-2973 121 Lumpkin St. Hawkinsville, GA 31036	Early Learning Center
Fort Valley State University - Early Head Start Program	Sharon Simms	Family Advocate at Kids Express	simmss@fvsu.edu (478)783-1274 424 2nd St. Hawkinsville, GA 31036	Early Learning Center
M. E. Roden Public Library	Joyce Ellison	Librarian	jre@orls.org (478)892-3155 151 Commerce St, Hawkinsville, GA, 31036	Read to Succeed, Summer Reading Program
Help Network - Certified Literacy Community	Luscious Bray	Executive Director	lbrayfreespirit@gmail.com (478)231-2567 P.O. Box 1061 Hawkinsville, GA, 31036	Dropout Prevention and Book Drives
Middle Georgia Pediatric Associates	Dr. Sandra Kopacz	Pediatrician	ssk@comsouth.net (478) 783-4080 222 Perry Hwy # A, Hawkinsville, GA 31036	Literacy and Health

Pulaski County Schools: LEA-Partnership Narrative

Health Department - Children First	Kerrie Fountain, RN, BSN	Coordinator	kerrie.fountain@dph.ga.gov (478)275-5116 2505 Bellevue Rd. Dublin, GA 31021	Community Health Agency
Babies Can't Wait	Sherrian H. Dorsey, MA	Coordinator	shdorsey@dhr.state.ga.us (478)275-6545 2121-B Bellevue Rd Dublin Ga 31021	Agency to work with developmental delays in Birth to 5
Pulaski County 4H	Sonya Jones	CEC/ 4H Agent	sonyaj@uga.edu (478)783-1171 P.O. Box 135 Hawkinsville, GA 31036	
Hawkinsville/Pulaski County Family Connection	Maggie Bloodworth	Coordinator	mbloodworth@pulaski.k12.ga.us (478)783-7486 72 S. Warren St. Hawkinsville, GA 31036	Community Advocacy Group
Middle Georgia State University	Susan Collins	Academic Advisor	susan.collins@mga.edu (478)934-3481 1100 Second Street SE Cochran, GA 31014	Higher Learning Institution in partnership with Hawkinsville High School
Central Georgia Technical College	Dr. Marcus Early	Director	nearly@cgtc.edu (478)783-3017 243 Warner Robins Hwy. Hawkinsville, GA 31036	Higher Learning Institution in partnership with Hawkinsville High School
Chamber of Commerce Hawkinsville-Pulaski Economic Development,	Sandy White	Executive Director	econdev@hawkinsvillega.net (478)783-1717	

Pulaski County Schools: LEA-Partnership Narrative

Chamber of Commerce & Main Street				
University of Georgia Archway	Shelly Berryhill	Chairman	shelly@gawebsservices.com (478)230-3538	Community Support

Description of System; LEA-Partnership; Community Demographics

The Hawkinsville/Pulaski County community has several organizations that provide support for families and children: Hawkinsville/Pulaski County Family Connection, Head Start, Early Head Start, Pulaski County Certified Literate Community Campaign (CLC), and Hawkinsville-Pulaski County Recreation Department. Community churches also provide valuable services for citizens needing assistance. Pulaski County Schools is a designated “Get Georgia Reading” community. The Pulaski County School System is in rural Middle Georgia, with a state prison (Pulaski State Prison) located in the county. All schools in the county are located within the city limits of Hawkinsville the county seat. Pulaski County has a population of 12,005 and the city of Hawkinsville has a population of 5,193. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Pulaski County, GA is \$34,315 per year, according to 2018 U. S. Census Bureau report produced for Pulaski County by Archway Executive Committee, while the average income per household for the county is approximately \$38,880 per year and with a poverty rate of 25%. Pulaski County Schools has approximately 17.5% of families within the county receiving Supplemental Nutrition Assistance Program (SNAP) according to 2018 U. S. Census Bureau report produced for Pulaski County by Archway Executive Committee. The child poverty rate for Pulaski County as reported as of 2017 by Georgia KIDS COUNT is 31.1% (ranked 90th in the state) with state child poverty rate the same year being 21.5%. The average property value in Pulaski County is \$111,100, and the homeownership rate is 61.2% with 1 Mill generating approximately \$225,000-\$229,000; the school district relies on state and federal funds to supplement local funds. Only 12.6% of Pulaski’s residents are college graduates. Most people in Pulaski County commute by drive-alone to work and the average commute time is 19.1 minutes. The demographic makeup of Pulaski County is 34.7% African American, 60% Caucasian, 3.6% Hispanic, and 1.6% other, (www.georgia-demographics.com ; www.neighborhoodscout.com). The data below provides an overall picture of the population that our district serves.

- Babies born to mothers with less than twelve years of education was - 16% (2018)
- Teen births, ages 15-19 (per 1,000) – 42.7% (2018)
- Children from low-income families enrolled in the Georgia Pre-K program – 83.5% (2018)
- Children, ages 3 to 4, not attending pre-school – 60.4% (2018)
- Low birth weight babies – 7% (2018)
- STD incidence for youth, ages 15-19 (per 1,000) – 45.2% (2017)
- Teens, ages 16-19, not in school and not working – 3.6% (2017)
- Children living in single-parent families – 40.2% (2017) (gafcp.org, 2019)

Pulaski County Schools consist currently of two Title I schools: elementary (K-5); middle school (6-8); school year 2019-20 our district submitted a request for our high school (9-12) to be recognized as a Title I school-wide school thus we are awaiting approval. The district serves approximately 1,346 (PreK-12) students with a system free-and- reduced lunch/economically-disadvantaged rate of 91.17% according to

Pulaski County Schools: LEA-Partnership Narrative 1

Pulaski County Schools: LEA-Partnership Narrative

October 2019 FTE count. All students eat breakfast and lunch at no charge through participation in the Community Eligibility Provision (CEP). PCS had a Directly Certified Rate of 43.4% for FY20 (includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant). The student population is 40.8% African-American, 48% Caucasian, 7.3% Hispanic, and 3.7% other according to October 2019 FTE count.

Climate Ratings and Literacy/ELA Outcomes

The climate ratings and literacy/ELA achievement for Pulaski County Schools:

School	2016	2017	2018	2019
PCES Climate Rating	2	3	3	3
PCMS Climate Rating	2	2	3	3
HHS Climate Rating	2	3	3	3

Grade	2017	2018	2019
3 rd ELA Level 2	39%	31%	29%
3 rd ELA Level 3	32%	20%	21%
5 th ELA Level 2	47%	42%	31%
5 th ELA Level 3	26%	25%	32%
8 th ELA Level 2	40%	42%	31%
8 th ELA Level 3	22%	25%	31%
9 th Lit. Level 2	46.85%	38.55%	41.98%
9 th Lit. Level 3	27.93%	32.53%	37.04%
11 th Am. Lit Level 2	32.91%	32.53%	48.15%
11 th Am. Lit Level 3	32.91%	14.89%	18.52%

(Level 2 – Developing Learner; Level 3 – Proficient Learner)

The data shows a slight decrease in the percentage of students scoring Developing Learner in 3rd and 5th grade from 2018 to 2019. Our students are demonstrating signs of growth in learning as shown through the increase in percentage of students scoring Proficient Learner in grades 3, 5, and 8 from 2017 to 2019. The highlights obviously would be the increase in the percentage of 9th graders scoring Proficient Learner and above from 2017 to 2019. However, there has been challenges in the percentage of 11th graders scoring Proficient Learner from 2017 to 2019. In order for students to be ready for “college, career, and life,” they must be proficient in their literacy skills. Clearly, we have a challenge ahead in order to accomplish our goals. One way to improve literacy is to improve the overall school climate. While the climate ratings have been maintaining the same rating for past last year or two, there is a need to implement PBIS (Positive Behavior Intervention Supports) or another researched-based behavioral program during the 2020-2021 school year and beyond to significantly enhance the overall school climate and also create a considerably more optimistic classroom atmosphere that is conducive to learning. Additionally, emphasis will be placed on the relevance and importance of literacy skills, linking them to real-world experiences. Professional learning (henceforth referred to as PL throughout grant application) on early literacy, evidenced-based instructional strategies, data analysis, differentiation, and literacy best practices for all content areas will be emphasized.

Engagement Plans

In order to establish and strengthen relationships among Pulaski County Schools district/school personnel, parents/families, early childcare/education providers, community-organization representatives, and P-20

Pulaski County Schools: LEA-Partnership Narrative

partners (henceforth referred to as all stakeholders throughout grant application), the district aims to collaborate with all stakeholders to set and refine goals and schedule PL to address areas of weakness in literacy, based upon data. Efforts will be made to encourage involvement of all stakeholders in all facets of the literacy initiatives. All stakeholders will be invited to meetings and PL opportunities. Literacy resources will be offered to all partners in order to access as many providers, including parents, as possible. Early literacy initiatives and resources will be heavily promoted and widely circulated via various modes of delivery (print, digital, phone, etc.).

Engagement Plan Highlights

- Plan District Literacy Team meeting calendar; District Literacy Team meet quarterly
- Invite stakeholders from community, childcare providers, and P-20 collaborative partners to form Literacy Coalition
- Promote literacy awareness and initiatives among all stakeholders and the community
- Establish ongoing plan for data collection and analysis, to include utilization of more community level data and participation of community, childcare providers, and P-20 collaboration partners in the analysis and decision-making process during Literacy Coalition meetings
- Include all stakeholders in PL on early literacy
- Expand early learning resources for the Pulaski County community
- Adjust/refine literacy goals and initiatives based on data (B-5 What, p. 5; How, pp. 1-3; K-12 What, p.5; How, pp. 20-22)
- Coordinate transition opportunities for birth-5 (promote awareness of local pre-schools available, activities designed for early literacy at the library)
- Develop readiness workshops for parents and caregivers (B-5 What, p.5; How, pp. 4-5)
- Contact local civic groups and leaders to explain literacy goals and initiatives and solicit their help in promoting literacy and reaching goals (B-5 What, pp. 5-6; How, p. 3; K-12 What, p. 5; How, p. 21)
- Address barriers that prevent parents/families from attending and participating in literacy events (language, transportation)
- Develop train-the-trainer workshops so that early childcare and community-organization partners can assist in providing early literacy training for families (B-5 What, p. 9; How, pp. 7-8, 16)
- Plan PL opportunities for all stakeholders on interpreting data and establish regular communication of data with stakeholders (B-5 What, pp. 6-7; How, pp. 9-10; K-12 What, p. 13; How, p. 40)
- Continue and expand PL on formative instructional practices and differentiation Plan vertical collaborative meetings for early childcare providers, Pre-K, and kindergarten teachers (B-5 What, pp. 7-8; How, pp. 10-12; K-12 What, p. 10; How, p. 41)
- Provide training in addition to Bright From the Start training on GELDS for Pre-K staff and early childcare providers
- Plan professional learning opportunities for research-based instructional strategies for oral language development and pre-literacy skills for Pre-K staff and early childcare providers (B-5 What, pp. 7-8; How, p. 13)
- Provide training on the “Whole Child Approach” to education
- Identify leaders with strong foundations in early literacy among stakeholders to act as mentors to early childcare providers and model early literacy instructional best practices (B-5 What, pp. 8-9; How, p. 16)

Pulaski County Schools: LEA-Partnership Narrative

- Utilize P-20 partnership to ensure alignment and communication of literacy initiatives in order to better prepare teachers entering the classroom
- Principal/Director Team and District Leadership Team meets monthly
- Faculty members from P-20 collaborative participate in the Literacy Coalition in order to align teacher preparation programs with community needs

Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

LEA Support; Key Personnel Involved in Grant

L4GA Grant implementation will be managed through Pulaski County Schools' central office. Dr. Keith Green, Programs Coordinator, will work with the District Literacy and Leadership Teams and school administrators to implement the grant. The key personnel involved in the implementation are listed in the chart below.

Dr. Al Pollard	Superintendent apollard@pulaski.k12.ga.us
Debbie Puckett	Assistant Superintendent/Special Education Director dpuckett@pulaski.k12.ga.us
Renaee Coleman	Finance Director rcoleman@pulaski.k12.ga.us
Marvin Hill	Alternative Learning Center Director mhill@pulaski.k12.ga.us
Dr. A. Keith Green	Programs Coordinator (Grant Administrator) agreen@pulaski.k12.ga.us
Ginnie Thompson	Pre-K Director and Gifted Coordinator gthompson@pulaski.k12.ga.us
Monica Bass	Pulaski County Elementary School Principal mbass@pulaski.k12.ga.us
Natasha Kilgore	Pulaski County Middle School Principal nkilgore@pulaski.k12.ga.us
Charles Myers	Hawkinsville High School Principal cmyers@pulaski.k12.ga.us
Shelly Berryhill	Technology Director shelly@pulaski.k12.ga.us
Stephanie Milner	District Informational/Instructional Technology Specialist smilner@pulaski.k12.ga.us
Lisa England	Instructional Coach (PCES/PCMS) lengland@pulaski.k12.ga.us

CNA Alignment

Improving literacy continues to be a priority in our district strategic plan. According to our 2019-2020 Comprehensive Needs Assessment (CNA), there is a pattern of weakness in our reading/literacy skills district-wide. MAP assessment data (*73% of Kindergartners are average or below average in literacy proficiency, 2019-2020 winter assessment*) indicate that students are entering kindergarten in need of intervention, and approximately 65.6% of students from 2017-2019 (*EOG Data*) leave 3rd grade not

Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

being proficient in reading. The impact of students enrolling in elementary school who have not attended Pre-K (60.4%) continues to drastically affects our improvement efforts in early literacy. Another factor influencing challenges in literacy is the number children entering Pre-K from low-income families (83.5%); these students typically have not been exposed to literacy strategies/instruction. The system’s priority is improving student proficiency in all areas. Analysis of instructional trends and patterns indicated that additional work is needed in interpreting data and addressing needs through differentiated instruction/lesson planning/curriculum mapping. Improvement in these areas should result in improvement in all content areas; however, literacy remains a priority because it affects all subject areas. Students who cannot read, write, speak, and comprehend will struggle academically and have difficulty functioning in everyday life. Developing a concrete foundation of professional knowledge in literacy instruction, from phonemic awareness to comprehension of complex text, and responding in writing to literary and informational text, is crucial. Utilization of grant PL opportunities, RESA consultants, school improvement specialists, in-house instructional/academic coaches, District Literacy Team, and specialized endorsement courses will continue to increase the quality of knowledge/skills in such areas as differentiated instructional strategies, data analysis, pacing, standards-based classrooms, assessment, and classroom management. Literacy instruction across the curriculum continues to be a major focus of PL and school improvement.

Grant Management

When awarded the L4GA Grant, district/school level leadership and the District Literacy Team will monitor the implementation of the Literacy Plans and grant initiatives. Mechanisms for communication and collaboration are in place to ensure direct involvement of grant recipients in budget development, performance plan evaluation, and implementation of the grant. Progress towards grant implementation, goals/objectives, and effectiveness will be assessed regularly. Administration will work with the District Literacy Team and other stakeholders to identify literacy needs. Once needs are identified, administrators will collaborate with Ms. Puckett/Dr. Green and the Finance and Technology Directors to devise a budget, make purchases, and conduct required training. Implementation will be monitored through documented focus walks, TKES walkthroughs, and formal observations. Individual professional development plans will be created as needed based on these observations. The Director of Finance will oversee requests and allocation of grant funds, purchasing resources, and auditing the grant. Ms. Puckett, also the Federal Programs Director and PL Coordinator, will advise on federal programs regulations and coordinate grant-funded PL to ensure alignment of grant initiatives with the GSE (Georgia Standards of Excellence). The Special Education Director and the Gifted Coordinator will advise on needs of gifted and special education students and their teachers. The Director of Technology will work with district/school leadership in identifying/meeting all technological needs. All district/school personnel will be accountable for their respective roles in grant implementation. PCS will participate in the GAEL L4GA Leadership Institute throughout the life of the grant.

The following chart identifies L4GA grant implementation roles/tasks.

Department	Financial	Curriculum/ Professional Learning/Federal Programs	Technology	Exceptional Students	Literacy, Leadership Teams and/or Administrators
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Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

<p>Tasks</p>	<ul style="list-style-type: none"> • Request/allocate grant funds • Assist with budget development • Issue purchase orders; authorize payment • Maintain financial records • Audit grant 	<ul style="list-style-type: none"> • Ensure alignment of L4GA and GSE/other district goals • Assist with budget development • Coordinate other federal program budgets to support Literacy Plans • Coordinate RTI in accordance with the grant • Monitor overall implementation and effectiveness of L4GA • Plan, coordinate, evaluate PL for grant implementation • Coordinate/Participate in GAEL L4GA Leadership Institute (<i>\$2100 per person/per year</i>) 	<ul style="list-style-type: none"> • Recommend technology based on school needs • Assist with budget development • Inventory all technology purchased with grant funds • Install, maintain, train on new hardware and software 	<ul style="list-style-type: none"> • Determine literacy needs of gifted and special needs students and teachers • Align with school/district initiatives • Assist with budget development • Monitor/assess implementation of initiatives 	<ul style="list-style-type: none"> • Identify needs • Develop budgets • Implement initiatives • Coordinate goals of literacy team's/ performance plans with SIP and district goals/objectives • Administrators: monitor implementation of initiatives through observations and assessment analysis
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Capacity to Administer Grants

Although Pulaski County Schools is considered to be a low wealth school system in the state based on its ability to generate tax revenue, the district is financially sound. Our past and current superintendents have been fiscally conservative. We have received many grants, yet we have had no audit findings regarding grant administration. Internal controls are in place to ensure that the system remains financially sound and that no improprieties occur. Listed below are some of the grants received since FY17:

Fiscal Year	Grant	Amount
2017	Title I-A Improving the Academic Achievement of the Disadvantaged	\$534,188.00

Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

	Title II-A Improving Teacher Quality	\$85,839.00
	Title IV-B 21 st Century Community Learning Center	\$252,964.00
	Special Education VI-B Flow Through	\$387,973.00
	Pre-School Disability Services/Pre-School Handicapped State Grant	\$29,649.00
	Special Education Pre-School Regular Project	\$15,062.00
	CTAE – Perkins IV Grants – Program Improvement	\$14,726.00
	Move On When Ready	\$29,678.29
	Total	\$1,350,079.29
2018	Title I-A Improving the Academic Achievement of the Disadvantaged	\$576,779.00
	Title II-A Improving Teacher Quality	\$64,640.00
	Title IV-B 21 st Century Community Learning Center	\$258,188.00
	Special Education VI-B Flow Through	\$364,752.00
	Pre-School Disability Services/Pre-School Handicapped State Grant	\$23,077.00
	Special Education Pre-School Regular Project	\$14,837.00
	Title IV-A Student Support and Academic Enrichment	\$12,702.00
	Title V-B Rural and Low-Income Schools	\$23,319.00
	FY18 Bus Allocation-Cash Appropriation	\$154,440.00
	CTAE – Perkins IV Grants – Program Improvement	\$15,526.00
	Move On When Ready	\$34,895.00
	Total	\$1,543,155.00
2019	Title I-A Improving the Academic Achievement of the Disadvantaged	\$609,295.00
	Title II-A Improving Teacher Quality	\$94,500.00
	Title IV-B 21 st Century Community Learning Center	\$256,826.00
	Special Education VI-B Flow Through	\$338,472.00

Pulaski County Schools: LEA-Partnership Management Plan and Key Personnel 2

	Pre-School Disability Services/Pre-School Handicapped State Grant	\$31,393.00
	Special Education Pre-School Regular Project	\$15,098.00
	Title IV-A Student Support and Academic Enrichment	\$43,687.00
	Title V-B Rural and Low-Income Schools	\$28,964.00
	School Security Grant	\$90,000.00
	Pupil Transportation	\$20,725.00
	Facility Safety Bond Grant	\$33,421.00
	Math and Science Supplement	\$12,501.00
	CTAE – Perkins IV Grants – Program Improvement	\$16,816.00
	Connections for Classrooms	\$61,250.00
	Total	\$1,652,948.00

PCS is experienced in managing grants and coordinating resources to successfully implement a program/activity. The District Leadership Team has always worked collaboratively to determine goals and allocate financial resources. Staff members are familiar with the required processes to procure items. The finance department is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. The technology department has proven adept in installing, maintaining, and inventorying technology. PCS principals have years of experience administering grants, such as technology, 21st Century, Move On When Ready, and Connections for Classrooms. Superintendent Dr. Pollard has many years of experience as an administrator and has managed grants totaling over three million dollars. During his tenure, grant funding has always been directed with fidelity.

Pulaski County Schools: Resources, Strategies and Materials to Support Implementation of the Literacy Plan 7

Literacy Plan Implementation Support

L4GA funding will be used to support/enhance resources, strategies, and materials that align with the Comprehensive Needs Assessment/Root Cause Analysis and directly impact literacy, access to print, instructional engagement, teacher and student support, and community engagement.

Strategies, Materials, Resources and Activities Needed to Implement Literacy Plan

(Activities Italicized)

Need for shared literacy vision which is owned by school leadership and staff members, students, parents, and community stakeholders.

- District Literacy Team membership includes representatives from various stakeholder groups
- Family, early childcare provider, and community involvement activities
- *District recruits' local organizations/businesses to collaborate in literacy promotion efforts*
- *Revise school literacy plans with input from all stakeholders*
- *All teachers take active role in literacy instruction*

Need for continuity of literacy instruction to include transition from early care to school and from one school to another, as well as literacy focus across the curriculum.

- Digital/print content-area texts on various Lexile levels aligned to units
- Texts on various levels (focus on student interests, cultural diversity) for classrooms and media center (Why, p. 60)
- Interactive boards for unequipped classrooms (Why, p. 57)
- *Regularly schedule stakeholder involvement activities on variety of educational/curricular topics*
- *Provide transportation to literacy events/PL*
- *Actively monitor GSE scope/sequence, expectations, and rigor; utilization of district vocabulary plan*
- Research-based materials for explicit reading/writing instruction across the curriculum
- *Purchase/distribute early literacy resources (books, instructional materials, informational resources on literacy software licenses, etc.)*
- *Share best practices in literacy instruction at grade/content collaborative meetings*

Need for PL on literacy instruction including all stakeholders.

Pulaski County Schools: Resources, Strategies and Materials to Support Implementation of the Literacy Plan 7

- PL – consultant fees; travel (conferences); stipends; release time (subs); materials for literacy instruction in content areas and writing; Reading Endorsement for Teachers
- *Develop vertically and horizontally articulated writing plan consistent with GSE*
- *Expand access to print and digital texts: content-area text at multiple levels of complexity in variety of formats; early literacy texts*
- *Increase use of constructed/extended response in content-area instruction*
- *Expand keyboarding instruction; leverage technology to expedite writing production/publishing within content areas*
- *Provide PL for stakeholders, as appropriate:*
 - *direct, explicit instructional strategies to build vocabulary, comprehension, writing skills across the curriculum*
 - *creative use of technology to promote student engagement in literacy instruction*
 - *birth to five best practices for development of early literacy skills; whole child approach (tenets: healthy, safe, engaged, supported, challenged)*
 - *use of complex text in content-area literacy instruction*

Need to refine and sustain systematic Response to Intervention protocol, resources, implementation, and monitoring.

- RTI interventions (strategies; materials, print and/or digital)
- Technological devices to replace outdated resources or due to increased enrollment in RTI
- Universal screening materials and PL
- Research-based diagnostic literacy tools
- Research-based intervention materials and/or software, including PL
- *Adjust RTI protocol for improved implementation/monitoring*
- *Maximize use of SPED inclusion services in all content areas*
- *Monitor schedule to include dedicated time for intervention*

Need for comprehensive and balanced assessment system for formative and summative assessments across all grade levels to identify the instructional needs of students (remediation and enrichment) in order to provide appropriate differentiation as well as to make program/instructional adjustments.

- Technological devices- Chromebooks, tablets, laptops, desktop computers
- *Improve comprehensive balanced assessment system*
 - *Work Sampling Online; GKIDS; Get It, Got It, Go*
 - *Purchase B-5 assessments: PPVT (Peabody Picture Vocabulary Test), PALS (Phonological Awareness Literacy Screener)*
 - *Provide PL on effective utilization of formative/summative assessments (Why, p. 69)*
 - *Identify/purchase research-based diagnostic literacy tools*
 - *Continue collaboration in development/revision of common formative and summative assessments; use data for planning instruction to meet specific needs of students*
 - *Continue content/grade collaboration in analyzing formative and summative data to improve instructional program/make instructional adjustments*
 - *Establish plan to involve all stakeholders in data analysis and instructional improvement process*

Alignment Plan for L4GA

As PCS works to establish a successful literacy program, an essential component of

Pulaski County Schools: Resources, Strategies and Materials to Support Implementation of the Literacy Plan 7

Pulaski County Schools: Resources, Strategies and Materials to Support Implementation of the Literacy Plan 7

implementation will be on-going PL for all stakeholders. Throughout this process, stakeholders will review achievement data, community level data, needs assessments, and writing data to ensure that funds are utilized appropriately to address areas of greatest need in literacy instruction. Emphasis will be placed on involving stakeholders in all levels of data analysis and decision-making to create a true literacy coalition whose primary purpose is to improve literacy skills from birth to 12th grade.

Resources, Strategies, Materials	L4GA Grant will provide ...	Funding Sources
PL	Literacy specific, B-12 th grade – consultant fees, substitutes, travel, stipends, training materials; Teacher Reading Endorsement Training/GACE; Literacy Coordinator; GAEL L4GA Leadership Institute	Funding sources to be utilized in addition to grant funding: Title I Title IIA Title VB General Funds E-Rate
Instructional Technology	Wireless devices, clear touch interactive panels (TV), software programs' costs; instructional app subscriptions (<i>ex. Footsteps to Brilliance</i>)	
Instructional Literacy Materials	Programs/resources for integrating literacy into content areas (<i>e.g. academic vocabulary, text structure, writing, complex text</i>); materials for decoding, word identification and fluency for RTI (PL, as needed); resources for remediation/ acceleration; print/digital texts in variety of complexity levels and formats; novels (print text); classroom libraries; early literacy resources/instructional materials for distribution to stakeholders (books, puzzles, manipulatives, video/audio resources)	

Pulaski County Schools: Resources, Strategies and Materials to Support Implementation of the Literacy Plan 7

Literacy Assessments	RI, DIBELS, PALS, PPVT, I Station, diagnostic literacy assessments
Family, Early Childcare, Community Engagement	Materials/resources for stakeholder correspondence, PL; early literacy informational resources; literacy initiative promotion materials
Consumable Materials	Notebooks, dividers, paper, toner, markers, chart paper, poster boards, tabs, etc. for literacy instruction/promotion

Justification of Technology Purchases

Research supports the use of technology to effectively facilitate the collection, management, and analysis of data used in the RTI process and instructional programs. Technology allows for efficient, immediate access to data to inform instruction. (K-12 How, pp. 44-45) L4GA funding will provide us the opportunity to update technological resources to allow for more individualized instructional support, progress monitoring, and efficient data reporting. Students are more motivated when technology is utilized. (Why, p. 55) Consistent, pervasive use of technology across all content areas engages students in the learning process, builds self-efficacy, and promotes self-assessment of achievement. Students have opportunities to write, speak, and listen using social media. Teachers are able to incorporate technology into literacy instruction which enhances student motivation and engagement. (Why, p. 60)

Technology is vital for enhancing the learning experience; consequently, PL is crucial for effective integration. Teachers well-trained in integrating technology into classroom instruction are essential in the literacy plan implementation and ultimately in the production of students who exceed basic proficiency in literacy skills. (Why, p. 69)

Pulaski County Schools: Budget Summary 9

L4GA Budget Planning

Pulaski County Schools (PCS) will utilize L4GA funding in the following overarching categories: professional learning, literacy materials/instructional resources, screening/diagnostic assessments, family/community engagement, and technology. Estimated budget percentages reflect the anticipated costs as well as the prioritized need in our overall literacy plan. Providing literacy and instructional resources for birth to five is crucial to attaining our goal of proficiency in literacy. We must work diligently to close this significant achievement gap. Professional learning/training for all stakeholders, as appropriate, is also vital in providing continuity of instruction from birth through 12th grade. Additionally, an essential part of meeting the needs of the students is utilizing effective assessments and data to determine student literacy needs. These assessments can be quite costly, especially for financially strapped rural school systems such as ours. We have allotted smaller percentages of funding to allow for technological updates and enhancement as well as materials needed for family/community outreach and engagement. The district, in planning for grant implementation, places great emphasis on sustainability; we are committed to ensuring the success of the grant beyond the funding cycle to sustain programs, best practices, protocols, and active engagement in the improvement of literacy in both Pulaski County Schools and the community.

PCS will ensure that the following required L4GA grant allocations will be adhered to during budget planning and grant implementation:

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

(5% of funding is allowed for grant administration)

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

Category	Needs	Year 1	Year 2	Year 3	Year 4	Year 5
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Pulaski County Schools: Budget Summary 9

<p>Professional Learning (literacy specific, B-12th grade)</p>	<ul style="list-style-type: none"> • Consultants • Literacy Coordinator • Substitutes • Travel • Stipends • Training materials (paper, toner, markers, notebooks, dividers, etc.) • GAEL L4GA Leadership Institute (\$2100 per person/per year) 	20%	30%	30%	30%	30%
<p>Literacy Materials/ Instructional Resources (early literacy, content-area literacy, RTI, etc.)</p>	<ul style="list-style-type: none"> • Print/digital texts; books • Instructional materials • Apps • Videos • Puzzles • Manipulatives 	25%	15%	15%	15%	15%
	<ul style="list-style-type: none"> • Consumables 					
<p>Screening/Diagnostic Assessments</p>	<ul style="list-style-type: none"> • Reading Inventory • DIBELS • PALS • PPVT • Diagnostic literacy assessments 	25%	25%	25%	25%	25%
<p>Family/Community Engagement (early literacy, literacy awareness)</p>	<ul style="list-style-type: none"> • Correspondence costs • Paper • Toner • Posters • Flyers/brochures • Transportation to PL/literacy events within community 	15%	15%	15%	15%	15%
<p>Technology</p>	<ul style="list-style-type: none"> • Wireless devices • Clear touch interactive panels • Software costs 	15%	15%	15%	15%	15%

L4GA funding will be supplemented by Title I, Title IIA, Title VB, General Funds, and E-Rate.

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Application: Pulaski County Schools - Hawkinsville High School

Aaron Green - agreen@pulaski.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	Pulaski County Schools
School or Center Name	Hawkinsville High School
System ID	716
School ID	2050

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

28

Number of Paraprofessionals or Teaching Assistants in School

2

Principal or Director

Name	Charles Myers
Position	Principal
Email	cmyers@pulaski.k12.ga.us
Phone	478-783-7210

L4GA 2019 School Contact

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

Name	Dr. Aaron Keith Green
Position	District Programs Coordinator
Email	agreen@pulaski.k12.ga.us
Phone	478-783-7200/7487

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 7 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

[HHS Literacy Plan L4GA Literacy Grant 8](#)

Filename: HHS_Literacy_Plan_L4GA_Literacy_Grant_8.pdf Size: 677.6 kB

Application: Pulaski County Schools - Pulaski County Middle School

Aaron Green - agreen@pulaski.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	Pulaski County Schools
School or Center Name	Pulaski County Middle School
System ID	716
School ID	0915

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

19

Number of Paraprofessionals or Teaching Assistants in School

2

Principal or Director

Name	Natasha Kilgore
Position	Principal
Email	nkilgore@pulaski.k12.ga.us
Phone	478-783-7215

L4GA 2019 School Contact

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

Name	Dr. Aaron Keith Green
Position	District Programs Coordinator
Email	agreen@pulaski.k12.ga.us
Phone	47878-7200/7487

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 7 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

[Pulaski County Middle School 6-8 Literacy Plan 8](#)

Filename: Pulaski_County_Middle_School_6-8_Liter_QT6hjmM.pdf Size: 731.4 kB

Application: Pulaski County Schools - Pulaski County Elementary School

Aaron Green - agreen@pulaski.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	Pulaski County Schools
School or Center Name	Pulaski County Elementary School
System ID	716
School ID	3050

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

9

Principal or Director

Name	Monica Bass
Position	Principal
Email	mbass@pulaski.k12.ga.us
Phone	478-783-7275/7280

L4GA 2019 School Contact

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

Name	Dr. Aaron Keith Green
Position	District Programs Coordinator
Email	agreen@pulaski.k12.ga.us
Phone	478-783-7200/7487

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 7 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

[Pulaski County Elementary School K-5 Literacy Plan 8](#)

Filename: Pulaski_County_Elementary_School_K-5_L_ouvvKT5.pdf **Size:** 645.8 kB

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

HHS		
<p style="text-align: center;">Overview</p> <ul style="list-style-type: none"> 2019-20 application submitted to be Title I school-wide school 364 students 53.7% White 36.2% Black 6.5% Hispanic .9% Asian .5% American Indian/Alaska Native 1.7% Two or more races 13.9% Gifted .5% English Language Learners 13.9% Students with Disabilities 1.7% 504 Plan 100% Free and Reduced Lunch School 	<p style="text-align: center;">Staff</p> <ul style="list-style-type: none"> 2 Administrators Guidance Counselor 25 Certified Staff One Media Specialist (share with PCMS) Three paraprofessionals One Nurse (share with PCMS) 	<p style="text-align: center;">Student Opportunities</p> <ul style="list-style-type: none"> Core Academics Special Education inclusion or resource model CTAE: Business, Food Science, Agriculture Fine Arts: Band, Art Technical Certification: Certified Nursing Assistant Dual Enrollment Extra-curricular/sports Opportunities Extended Learning Time (30 min daily): EOC courses, SAT Prep Credit Recovery D.E.V.I.L.S. Resource Center (Thursday evenings) Career Tech Student Organizations
<p style="text-align: center;">Leadership Team</p> <ul style="list-style-type: none"> Charles Myers - Principal Jody Heath - Assistant Principal Amy Black - Guidance Counselor Myra Hurst - Language Arts Janna Simmons - Science Kevin Morrison - Math Cynthia Williamson - Instructional Coach/Social Studies Randy Colson - Fine Arts/ PE Traci Paulk - Special Education Sharon Patat - CTAE 	<p style="text-align: center;">Community Assets</p> <ul style="list-style-type: none"> Central Georgia Technical College Middle Georgia State University Heart of Georgia RESA The W. Mansfield Jennings, Jr. Charitable Trust (REACH Scholarships) Hawkinsville/Pulaski Family Connection Univ. Georgia 4-H Extension Ofc. Pulaski Tomorrow Adult/Youth Leadership M. E. Roden Public Library Hawkinsville-Pulaski Chamber of Commerce Hawkinsville-Pulaski Recreation Dept. 	<p style="text-align: center;">Past Instructional Initiatives</p> <ul style="list-style-type: none"> CCGPS/GPS/GSE Implementation School Improvement Grant CADRE meetings ThinkGate Schlecty Center "Working on the Work" ClassKeys Performance Matters
<p style="text-align: center;">Current Instructional Initiatives</p> <ul style="list-style-type: none"> Georgia Standards of Excellence Depth of Knowledge Extended Learning Time for all EOC classes (with focus on ELA and Math) YouScience Career USA Testprep 	<p style="text-align: center;">PL Needs</p> <ul style="list-style-type: none"> Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas Explicit instructional strategies in the academic areas to teach content vocabulary 	<p style="text-align: center;">Need for L4GA Grant</p> <ul style="list-style-type: none"> Provide all stakeholders with PL necessary to help students become proficient in literacy Provide training, technology, and resources to meet the evolving needs of students Purchase evidence-based program <i>Read180</i> to assist in closing the gap with struggling readers

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

Building Block (BB)1: Community Partnerships		
Currently	Going Forward	Expanding/Sustaining
C. Partnerships with family and child/youth service organizations provide supplemental services for children.		
<ol style="list-style-type: none"> 1. M.E. Roden Library offers a Summer Reading Program for children 3 years old - 17 years old. 2. First Baptist Church and other churches collect books and food for the Backpack Ministry. Identified students receive non-perishable food items each week and are allowed to pick up a book to read and keep. 3. Middle Georgia Pediatric Associates (MGPA) provides children with books at their Well child Check. 	<ol style="list-style-type: none"> 1. Continue to build existing relationships. 2. Create a Book Mobile as a mobile literacy center. 3. Communicate to parents/caregivers the opportunities of adult education. 4. Provide books in the waiting room at the MGPA for children to read while waiting to see the physician. 	<ol style="list-style-type: none"> 1. Collect survey data to improve events offered to families. 2. Share information with parents/caregivers about the upcoming activities. 3. Encourage parent participation. 4. Book drive to continue to replenish the stock of books used for the Backpack Ministry. 5. Participants with Pulaski Adult/Youth Leadership collect books for well child checks.
D. Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.		
<ol style="list-style-type: none"> 1. Hawkinsville/Pulaski Family Connection has a bi-annual data review meeting with partnered agencies. 2. Small system/community allows for some communication among feeder patterns. 	<ol style="list-style-type: none"> 1. Build partnerships among agencies serving Pulaski County youth. 2. Implement a protocol for data analysis and goal setting among agencies within the feeder pattern. 	<ol style="list-style-type: none"> 1. Collaborate with agencies for cross agency support for parents and children.
Building Block (BB)2: Engaged Leadership		
Currently	Going Forward	Expanding/Sustaining
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.		
<ol style="list-style-type: none"> 1. Weekly lesson plans 2. TKES walk-throughs 3. Faculty Meetings 4. SLDS Training 5. Red Devil Review- Best Practices Highlights 6. Professional Learning 	<ol style="list-style-type: none"> 1. PL is based on needs of the faculty and student data. 2. Administrators will participate in Professional Learning to help support classroom instruction. 3. Ensure new teachers have PL in current programs; refresher sessions for veteran users of programs. 4. Hire a District Literacy Coordinator. 	<ol style="list-style-type: none"> 1. PL will be adjusted based on up-to-date data. 2. Deliberate efforts will be made to identify and train future leaders.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

B. A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices.		
<ol style="list-style-type: none"> 1. Establishing a Literacy Team to implement a across the curriculum shared literacy vision with PCMS that is aligned with state literacy plan. 	<ol style="list-style-type: none"> 1. Use Needs Assessment and student data to identify and allocate funding to support literacy. 2. Develop prioritized recommendations/goals for improvement. 3. Ensure that stakeholders understand literacy goals and roles in meeting goals. 4. Develop observation form or checklist for use during walk-throughs, to ensure consistency of effective instructional practices. 	<ol style="list-style-type: none"> 1. Review/reassign staff to maximize achievement of literacy goals. 2. Identify literacy priorities; allocate resources to sustain. 3. Leverage help from parents, community; investigate community funding to support literacy.
C. School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders.		
<ol style="list-style-type: none"> 1. Maximize instructional time: identifying effective differentiated instructional strategies, promoting active engagement, teaching key areas of literacy/writing within content areas. 2. Professional Learning Communities are held. 	<ol style="list-style-type: none"> 1. Maximize cross-curricular collaboration time. 2. Promote effective differentiated instructional strategies based on formative and summative assessments. 3. Develop a plan to analyze and share implementation of effective literacy instructional practices. 	<ol style="list-style-type: none"> 1. Train and utilize teacher leaders to facilitate sustainable Professional Learning over analyzing data. 2. Use formative assessment results in conjunction with walk-through data to determine impact of efforts to maximize instructional time. 3. Celebrate growth based on improved literacy outcomes.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

Building Block (BB)3: Continuity of Instruction		
B. A plan is in place to improve access for families to resources for developing literacy in the home.		
<ol style="list-style-type: none"> 1. Excess books distributed free to community from Media Center. 2. Devil Resource Center. 3. Summer Reading program at Public Library. 4. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts. 	<ol style="list-style-type: none"> 1. Institute Annual Literacy Nights to educate parents on ways to develop literacy in the home. 2. Share and explain Lexile levels during Parent/Teacher conferences. 	<ol style="list-style-type: none"> 1. Students will be taught to set goals and explain their literacy needs with their families. 2. Literacy training to engage parents and provide ongoing literacy awareness.
D. Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum.		
<ol style="list-style-type: none"> 1. Collaboration between departments to address achievement/grade expectations, analyze work, align instruction. 2. Lesson planning/ implementation to address literacy needs. 3. Identify concepts/skills needed to meet GSE expectations, using research- based strategies/resources. 4. Analyze data to identify deficits in concepts/skills needed to meet GSE expectations. 5. Use one-to-one technology to expedite writing process. 	<ol style="list-style-type: none"> 1. Develop PL on content-area literacy strategies. 2. Release-time for peer observations, PL, and self-reflection. 3. Develop literacy plan to incorporate research-based and evidenced-based instructional strategies. 4. Use narrative, argument, informational writing in various classes (informational- science; argument-history; narrative-ELA). 5. Utilize GADOE/GSE writing rubrics for performance expectations. 	<ol style="list-style-type: none"> 1. Monitor/adjust teams for effectiveness. 2. Students focus on their own improvement. 3. Opportunities to write, speak, listen.
E. A systematic process is in place to ensure smooth transitions from one school to another.		
<ol style="list-style-type: none"> 1. Eighth grade students tour the high school campus each spring. 2. Students and parents attend Ninth Grade Orientation during Open House. 3. High school students continue the Bridge Bill process which begins in the elementary school and is completed in the high school. 4. Ninth grade completes their individual graduation plan and counselor provides information on dual enrollment. 	<ol style="list-style-type: none"> 1. Hold transition night for upcoming ninth grade students, separate from Open House. 2. Peer observations between eighth and ninth grade teachers. 3. Create parent surveys to elicit feedback on transitions. 	<ol style="list-style-type: none"> 1. Promote student mentors between older and younger students. 2. Utilize feedback to adjust transition plans between schools.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

F. Out-of-school agencies and organizations collaborate to support classroom literacy instruction.		
<ol style="list-style-type: none"> 1. Work with Hawkinsville Chamber, M.E. Roden Public Library, other agencies/organizations to identify literacy challenges; prepare them to assist with after- school tutoring, research, homework. 2. Work with community, faith-based groups to accommodate more students; gather reading materials (books, magazines). 3. Encourage organizations, caregivers to allot daily reading time, to participate in choosing appropriate texts. 	<ol style="list-style-type: none"> 1. Identify/contact learning supports within local agencies/organizations to target student improvement. 2. Work within the district to fill program/service gaps. 3. Provide literacy awareness/resource support to organizations. 4. Provide a book mobile that is staffed by partners to visit centers, neighborhoods, and schools. 5. Create a transition team for outreach in the community to continue supporting parents and stakeholders. 	<ol style="list-style-type: none"> 1. Develop and outreach program to bring literacy resources to our neighborhoods, churches, and local learning centers. 2. Social media communication. 3. Expand PCSS website and school app for communication.
Building Block (BB)4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students		
B. An infrastructure for on-going, formative and summative assessments is in place.		
<ol style="list-style-type: none"> 1. Analyze EOC/achievement data for student placement in remediation/ acceleration. 2. Utilize data to identify areas of struggle: comprehending informational text, writing, critical thinking. 3. Review benchmark data; share with content-area/grade members. 4. Training on how to better use data to plan lessons/impact instructional efforts. 	<ol style="list-style-type: none"> 1. Develop a plan to store and collect data for analysis. 2. Provide intervention materials and train personnel in use. 3. Research/select effective progress monitoring tools to determine student growth. 	<ol style="list-style-type: none"> 1. Designate personnel for ensuring fidelity of assessment procedures/timelines. 2. Professional Learning for assessment procedures for new teachers as well as refresher training for veterans.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

E. Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions.		
<ol style="list-style-type: none"> 1. Utilize benchmark analysis, student assessments, teacher recommendations to move students in/out of remediation/acceleration. 2. Use EOC/summative/community data to develop literacy plan. 3. Evaluate student progress, modify instructional strategies regularly. 	<ol style="list-style-type: none"> 1. Collaboration to improve instruction. 2. Use EOC data to develop a literacy plan. 	<ol style="list-style-type: none"> 1. Protocols for analyzing assessments, evaluating student progress. 2. Cross-grade examination of curriculum alignment to identify/eliminate gaps, based on summative data analysis. 3. Recommendations during Advisement.
F. A clearly articulated protocol for using data to improve teaching and learning is followed.		
<ol style="list-style-type: none"> 1. EOC scores available in SLDS/Infinite Campus; use information to group students, identify academic weaknesses for differentiated instruction. 2. Use data to ensure that all students are appropriately served. 3. Use technology for efficient data gathering and analysis. 	<ol style="list-style-type: none"> 1. Data analysis/utilization training. 2. Consistent data analysis procedures to improve instruction. 3. Technology for efficient data gathering/analysis. 4. Protocol for making decisions to identify instructional needs of students. 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs. 2. Protocol for data-driven PLCs will be written and utilized throughout the school system, as well as shared with HeadStart and Early HeadStart.
H. Specially designed learning is implemented through supports and interventions based on diagnostic data of a student's needs.		
<ol style="list-style-type: none"> 1. EOC scores available in SLDS/Infinite Campus. 2. Use information to quartile students, identify academic weaknesses for differentiated instruction. 3. Use data to ensure that all students are appropriately served. 	<ol style="list-style-type: none"> 1. Data analysis/utilization training. 2. Protocol for making decisions to identify instructional needs of students. 	<ol style="list-style-type: none"> 1. Evaluate data utilization process to meet student/teacher needs.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

BB 5: Tiered Supports		
C. Students receive literacy instruction in all contents and intervention that is evidence-based.		
<ol style="list-style-type: none"> 1. Explicit GSE-aligned literacy instruction; content-area teachers follow GSE content-area literacy standards. 2. Media center offers families access to differentiated student resources. 	<ol style="list-style-type: none"> 1. PL on explicit instructional strategies to build students' vocabulary, comprehension, content-area writing skills. 2. Share effective interdisciplinary differentiated lessons/strategies. 3. PL on evidence-based best practices in explicit literacy instruction. 	<ol style="list-style-type: none"> 1. Form business partnerships to address workplace literacy skills.
D. All students receive effective writing instruction across the curriculum.		
<ol style="list-style-type: none"> 1. Utilize formative assessment strategies with feedback during writing process. 2. Expand best practices in writing instruction. 3. Remedial 9th grade Writer's Workshop. 	<ol style="list-style-type: none"> 1. Cross-curricular writing plan provides explicit instruction; includes guided, independent practice. 2. PL on evidence-based practices in writing instruction. 	<ol style="list-style-type: none"> 1. Develop/ implement a vertically/ horizontally-articulated writing plan consistent with GSE.
E. Teachers provide engaging daily instruction in which students read and write enough to build stamina.		
<ol style="list-style-type: none"> 1. Lesson plans across all contents are required to incorporate daily reading and writing. 2. Technology to promote engagement, teach literacy. 	<ol style="list-style-type: none"> 1. Provide access to engaging texts. 2. Promote reading for pleasure. 3. Obtain program that will offer feedback on writing assignments. 	<ol style="list-style-type: none"> 1. Focus on relating academic assignments to real-world application.
F. Students have access to a wealth of texts that are below, at and above grade level.		
<ol style="list-style-type: none"> 1. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts. 2. Excess books distributed free to community from media center. 	<ol style="list-style-type: none"> 1. Build classroom libraries with leveled books related to a variety of interests. 2. Create a Book Mobile as a mobile literacy center. 	<ol style="list-style-type: none"> 1. Partner with M.E. Roden Library to ensure all students have a public library card.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

BB 6: Professional Learning in Literacy Instruction		
B. Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.		
<ol style="list-style-type: none"> 1. Monitor instruction through TKES/GSE observations/walkthroughs. 2. PL to improve instruction based on student/teacher assessments/needs. 3. Experienced teachers partnered with pre-service and beginning teachers. 	<ol style="list-style-type: none"> 1. Offer blended PL (online/face-to-face) provides content/resources to teachers/staff. 2. Training in content-area literacy. 3. Utilize classroom observations (or videotaping) to identify/support individual teachers for follow-up coaching, conferencing, mentoring. 	<ol style="list-style-type: none"> 1. Data analysis determines PL effectiveness on GSE mastery in all subgroups. 2. Time for staff “professional talk”/sharing.

Pulaski County Schools, Hawkinsville High School: School Literacy Plan

****Plan supported by data presented throughout application Measurement/Outcomes/Evidence/Artifacts**

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	RTI/Assessment/Data
<ul style="list-style-type: none"> • Completed/revised literacy plans • Increased stakeholder attendance at literacy events – sign-in sheets • Leadership/faculty/grade/content agendas/minutes • Improved EOC scores • Stakeholder correspondence • Literacy awareness/promotion materials in community 	<ul style="list-style-type: none"> • Sign-in sheets • Improved EOC scores to include science, social studies, writing • Summer Institute documents • Stakeholder invitations/correspondence • Stakeholder participation in PL – sign-in sheets • Classroom observations • Lesson plans 	<ul style="list-style-type: none"> • Purchase orders • Class observations • Lesson plans • Teacher surveys • Parent surveys • Collaborative meeting agendas/minutes 	<ul style="list-style-type: none"> • Scores/data reports (screeners, formative, benchmark, summative) • Improved EOC scores • Collaborative meeting agendas/minutes • Lesson plans • Data meeting minutes

Pulaski County Elementary School: K-5 Literacy Plan

PCES		
<p>Overview</p> <ul style="list-style-type: none"> • Title I School (K-5) • 605 Students • 42% African American • 42% White • 8% Hispanic • 7% Other • 100% Economically Disadvantaged 	<p>Staff</p> <ul style="list-style-type: none"> • 46 Teachers • 9 Paraprofessionals • Counselor • Instructional Coach (shared with PCMS) • Nurse • 2 Administrators • 4 Custodians • Secretary • Bookkeeper • Speech Pathologist • Clerk 	<p>Student Opportunities</p> <ul style="list-style-type: none"> • Core Academics • MTSS Support • Specials: PE, Music, Media, Keyboarding, Bible • Extra-curricular Clubs Opportunities
<p>Leadership Team</p> <ul style="list-style-type: none"> • Monica Bass – Principal • Katrina Blake – Assistant Principal • Karrie Cutler – Counselor • Lisa England – Instructional Coach • Holly Long – Kindergarten • Jaclyn King – 1st • Kara Turk – 2nd • Allison Roberts – 3rd • Jessica Owens – 4th • Chelsea Evans – 5th • Nicole Winchester - SPED 	<p>Community Assets</p> <ul style="list-style-type: none"> • Pulaski Count 4-H • Church/Faith-based Organizations • Hawkinsville Rotary Club • M.E. Roden Memorial Library • Hawkinsville/Pulaski Chamber of Commerce • Hawkinsville/Pulaski Recreation Department • Education Foundation • Childcare Providers • Pulaski County Health Department • Taylor Regional Hospital • UGA Archway Partnership • Pulaski County Christian Learning Center 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> • Reading First • CCGPS/GPS/GSE Implementation • Poverty Training • Lucy Calkins Writing • GLISI • Focus Walks/Peer Observations

Pulaski County Elementary School: K-5 Literacy Plan

<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> • Deal Center Literacy Promise School • Differentiation • GOSA Growing Readers • HMH Journeys Reading Curriculum • Gallopade Social Studies • Secret Stories • STEM Scopes • Project Lead the Way 	<p>PL Needs</p> <ul style="list-style-type: none"> • Explicit instructional research/evidenced-based strategies to build vocabulary, comprehension, and writing skills across content areas • Differentiated instructional strategies • Assisting students with significant reading/writing delays • Developing activities/lessons/units that fully integrate GSE rigor/academic challenge • Analyzing/using data to make decisions regarding academic placement and progress, especially pertaining to MTSS 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> • Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, phonics, fluency, and writing • Provide all stakeholders with PL necessary to help children become proficient in literacy • Provide training, technology, and resources to meet the evolving needs of students • Promote literacy awareness throughout the system and community • Provide/distribute literacy resources to families and throughout the community
Building Block (BB)1: Community Partnerships		
Currently	Going Forward	Expanding/Sustaining
A. A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade.		
<p>1. Literacy plan developed by the Hawkinsville-Pulaski County Family Connections Collaborative based on data from KidsCount, Pulaski County School's 3rd and 5th grade Georgia Milestones ELA results, Georgia Early Education Alliance for Ready Students (GEEARS), and Georgia Department of Early Care and Learning (DECAL)</p> <p>2. Hawkinsville/ Pulaski County Family Connection Collaborative meets bi-monthly. Literacy Plan</p>	<p>1. Create an Early Literacy Strategy Team comprised of the following agencies: Pulaski County Elementary School, Pulaski Co. Pre-K, Pulaski Co. Head Start, Fort Valley State University Early Head Start, Babies Can't Wait, Children Ferst, M. E. Roden Public Library, First Baptist Church Play Day Pals, Family Connections, Early Childcare Learning Centers</p> <p>2. Utilize funding for books and printed materials to include students in Family Child Care Learning Homes</p>	<p>1. To educate stakeholders on literacy initiatives and strategies in order for them to share with in their organization. We want to emphasize the importance of partnerships</p> <p>2. Two members of the Early Literacy Strategy Team will be a part of the District Literacy Team</p>

Pulaski County Elementary School: K-5 Literacy Plan

updates are reviewed and data is disbursed. 3. PCEs PTO sponsors an annual book fair	and Child Care Learning Centers 3. Early Literacy Strategy Team will meet monthly	
B. The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy.		
1. Pre-K participates in vertical alignment with the Kindergarten teachers at Pulaski County Elementary school	<ol style="list-style-type: none"> 1. Early Literacy Team to study literacy standards across the age groups in order to understand how they align 2. Provide parent/caregiver support on how to do read alouds at home through literacy programs and videos 3. Provide more opportunities for PreK and Kindergarten to meet for vertical alignment 	<ol style="list-style-type: none"> 1. Provide training to individuals on the 5 pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension 2. Create videos using community partners modeling appropriate strategies when doing a read aloud that can be used at home 3. Integrate the other Early Child Care Agencies into the vertical alignment team
C. Partnerships with family and child/youth service organizations provide supplemental services for children.		
<ol style="list-style-type: none"> 1. Family Literacy Nights are sponsored by Hawkinsville/ Pulaski County Family Connection. Events are offered at Pulaski County Elementary School, Pulaski Pre-K, and Pulaski HeadStart 2. M.E. Roden Library offers a Summer Reading Program for children 3 years old - 17 years old. 3. Certified Literacy Community promotes literacy for the whole family. A group formed by individuals in Pulaski County that currently is focused on parents and caregivers education. They also give every student in 3rd grade a dictionary. 4. First Baptist Church and other churches collect books and food for the Backpack Ministry. Identified students receive non-perishable food items each week and are allowed to pick up a book to read and 	<ol style="list-style-type: none"> 1. Create a Book Mobile as a mobile literacy center 2. Communicate to parents/caregivers the opportunities of adult education 3. Provide books in the waiting room at the MGPA for children to read while waiting to see the physician 	<ol style="list-style-type: none"> 1. Collect survey data to improve events offered to families 2. Share information with parents/caregivers about the upcoming activities 3. Encourage parent participation 4. Book drive to continue to replenish the stock of books used for the Backpack Ministry 5. Participants with Pulaski Adult/Youth Leadership collect books for MGPA waiting room

Pulaski County Elementary School: K-5 Literacy Plan

keep 5. Middle Georgia Pediatric Associates (MGPA) provides children with books at their Wellchild Check		
D. Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.		
1. Hawkinsville/Pulaski Family Connection has a bi-annual data review meeting with partnered agencies 2. Small system/community allows for some communication among feeder patterns	1. Build partnership among agencies serving Pulaski County youth 2. Implement a protocol for data analysis and goal setting among agencies within the feeder pattern	1. Collaborate with agencies for cross agency support for parents and children
Building Block (BB)2: Engaged Leadership		
Currently	Going Forward	Expanding/Sustaining
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.		
1. Administrators attend professional learning (PL) pertaining to literacy including Journeys Program implementation PL 2. Administrators are part of the Literacy Team. 3. Administrators are in every classroom on a weekly basis.	1. PL will be developed based on student data and teacher needs 2. Ensure new teachers have PL in current programs; refresher sessions for veteran users of programs 3. Hire a District Literacy Coordinator.	1. PL will be adjusted based on up-to-date data 2. Deliberate efforts will be made to identify and train future leaders
B. A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices.		
1. A Literacy Team is established and has held meetings with agendas.	1. Use needs assessment and student data to identify and allocate funding to support literacy 2. Expand the literacy team to include content area teachers 3. Develop prioritized recommendations/goals for improvement 4. Ensure stakeholders understand literacy goals/roles in meeting goals	1. Review/reassign staff to maximize achievement of literacy goals 2. Identify literacy priorities; allocate resources to sustain 3. Leverage help from stakeholders; investigate community funding to support literacy

Pulaski County Elementary School: K-5 Literacy Plan

	5. Develop an observation form or checklist for use during walk-throughs to ensure consistency of effective instructional practices	
C. School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders.		
1. Teachers use Fountas & Pinnell and MAP data to plan small group instruction. 2. Professional Learning Communities (PLC) are held regularly	1. Leadership team will analyze MAP Assessment data for Milestones comparisons 2. Promote effective differentiated instructional strategies based on formative and summative assessments 3. Develop a plan to analyze and share implementation of effective literacy instructional practices	1. Train and utilize teacher leaders to facilitate sustainable PL over analyzing data 2. Use formative assessment results in conjunction with walk-through data to determine impact of efforts to maximize instructional time 3. Celebrate growth based on improved literacy outcomes
Building Block (BB)3: Continuity of Instruction		
Currently	Going Forward	Expanding/Sustaining
A. A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services.		
1. The school regularly communicates through phone calls, newsletters, Remind, the Pulaski County School System app, social media, and the local newspaper	1. Create a communication plan that includes various agencies. Make sure all staff know and understand the plan	1. Share information through avenues other than the specific agencies
B. A plan is in place to improve access for families to resources for developing literacy in the home.		
1. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts 2. Annual Literacy Nights educate parents on ways to develop literacy in the home	1. Share and explain Lexile levels during Parent/Teacher conferences 2. Communicate to parents the importance of a home library and home literacy tips	1. Students will be taught to set goals and explain their literacy needs with their families 2. Literacy training to engage parents and provide ongoing literacy awareness

Pulaski County Elementary School: K-5 Literacy Plan

<p>3. Parents and students are invited to attend the Devil Resource Center every Thursday night where they have access to certified staff</p>		
<p>C. Comprehensive literacy block is provided for literacy instruction.</p>		
<p>1. K-2 teachers have 125-165 minutes of protected literacy instruction 2. 3-5 teachers have 120-135 minutes of protected literacy instruction</p>	<p>1. The literacy team will work in conjunction with other classroom teachers to develop nonnegotiable criteria for the literacy block 2. An observation tool will be chosen/developed to ensure proper implementation of non-negotiables</p>	<p>1. Observations and feedback for literacy block nonnegotiable criteria will be performed regularly to ensure implementation 2. New teachers will be trained over expectations for the literacy block; veteran teachers will be offered refresher PL over expectations for the literacy block</p>
<p>D. Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum.</p>		
<p>1. Grade level collaboration to address achievement/grade expectations, align instruction, lesson planning 2. Identify concepts/skills needed to meet GSE expectations using research-based strategies/resources 3. Use one-to-one technology to expedite writing process</p>	<p>1. Develop PL on content-area literacy strategies 2. Release-time to observe lessons, PL, and self-reflection 3. Develop literacy plan to incorporate research-based and evidence-based instructional strategies 4. Use narrative, argumentative, informational writing in various classes (informational- science; argument-history) 5. Utilize GADOE/GSE writing rubrics for performance expectations</p>	<p>1. Analyze videos of good instruction to improve disciplinary literacy instruction 2. School-wide literacy celebrations 3. Students focus on their own improvement</p>
<p>E. A systematic process is in place to ensure smooth transitions from one school to another.</p>		
<p>1. Kindergarten transition night is held for PK parents 2. PK transition tour for students 3. Kindergarten teachers assess Pre-K students at the end of the year in order to spend time with them.</p>	<p>1. Work with Head Start coordinator to include them in transition night 2. Peer observations and vertical alignment between Pre-K and Kindergarten teachers</p>	<p>1. Promote student mentors between older and younger students 2. Utilize feedback to adjust transition plans between schools</p>

Pulaski County Elementary School: K-5 Literacy Plan

<p>4. Fifth grade students tour the middle school campus each spring</p> <p>5. Students and parents attend Sixth Grade Orientation during Open House</p> <p>6. Elementary students begin the Bridge Bill requirements which continue in the middle and high schools</p>	<p>3. Hold transition night for upcoming sixth grade students, separate from Open House</p> <p>4. Peer observations and vertical alignment between fifth and sixth grade teachers</p> <p>5. Create parent surveys to elicit feedback on transitions</p>	
<p>F. Out-of-school agencies and organizations collaborate to support classroom literacy instruction.</p>		
<p>1. Work with M.E. Roden Library, other agencies/organizations to identify literacy challenges; partner with them to help with summer literacy programs</p> <p>2. Work with community, faith-based groups to accommodate students; gather resources such as reading materials to enhance literacy</p> <p>3. Encourage organizations, caregivers to allot daily reading time, to participate in choosing appropriate texts</p>	<p>1. Identify/contact learning supports within local agencies/organizations to target student improvement</p> <p>2. Work within the district to fill program/service gaps</p> <p>3. Provide literacy awareness/resource support to organizations</p> <p>4. Provide a book mobile that is staffed by partners to visit centers, neighborhoods, and schools</p> <p>5. Create a transition team for outreach in the community to continue supporting parents and stakeholders</p>	<p>1. Develop an outreach program to bring literacy resources to our neighborhoods, churches, and local learning centers</p> <p>2. Social media communication</p> <p>3. Expand PCSS website and school app for communication</p>
<p>Building Block (BB)4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students</p>		
<p>Currently</p>	<p>Going Forward</p>	<p>Expanding/Sustaining</p>
<p>B. An infrastructure for on-going, formative and summative assessments is in place.</p>		
<p>1. Analyze EOG/achievement data for student placement in remediation/ acceleration</p> <p>2. Utilize data to identify areas of struggle in areas such as comprehending informational text, writing,</p>	<p>1. Develop a plan to store and collect data for analysis</p> <p>2. Provide intervention materials and train personnel in use</p>	<p>1. Designate personnel for ensuring fidelity of assessment procedures/timelines</p> <p>2. Professional Learning for assessment procedures</p>

Pulaski County Elementary School: K-5 Literacy Plan

<p>critical thinking</p> <p>3. Review MAP data with content- area/grade members</p> <p>4. Training on how to better use data to plan lessons/impact instructional efforts</p>	<p>3. Research/select effective screening, progress monitoring tools to determine student growth</p>	<p>for new teachers as well as refresher training for veterans</p>
<p>C. A system of ongoing formative and summative assessments is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction.</p>		
<p>1. EOG and MAP assessment data are used to determine student needs as well as student growth</p> <p>2. Purchasing MAP Skills to be used as a progress monitoring tool for tiered students</p>	<p>1. Develop a protocol for use of MAP screener for placement of students within MTSS</p> <p>2. Develop a protocol for use of a progress monitoring tool to identify appropriate interventions as well as for movement among tiers</p>	<p>1. Analyze EOG, MAP, and other assessment data to evaluate the effectiveness of instruction</p>
<p>D. "At-risk" indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning.</p>		
<p>1. Universal Screening dates added to school calendar</p> <p>2. Professional Learning addressing how to analyze data to develop/adjust instructional plans</p> <p>3. Use Universal Screeners to monitor instructional, remedial effectiveness</p>	<p>1. Update Universal Screening procedures to include roles/tasks, data collection/entry timeline</p> <p>2. Smooth transition of data analysis, processing, instructional planning between schools to address needs</p> <p>3. PL on using assessment data to guide literacy instruction.</p>	<p>1. PL/refresher sessions on assessment administration to ensure standardized procedures, accuracy of data recording</p> <p>2. Monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness</p>
<p>E. Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions.</p>		
<p>1. Evaluate student progress, modify instructional strategies regularly</p>	<p>1. Grade level assessment data analysis to improve instruction</p> <p>2. Use EOG and MAP data to develop a literacy plan</p>	<p>1. Protocols for analyzing assessments, evaluating student progress</p> <p>2 Cross-grade examination of curriculum alignment to identify/eliminate gaps, based on summative data analysis</p>

Pulaski County Elementary School: K-5 Literacy Plan

F. A clearly articulated protocol for using data to improve teaching and learning is followed.		
1. EOG scores available in SLDS; use information to group students, identify academic weaknesses for differentiated instruction 2. Use data to ensure that all students are appropriately served 3. Use technology for efficient data gathering/analysis	1. Data analysis/utilization training 2. Consistent data analysis procedures to improve instruction 3. Protocol for making decisions to identify instructional needs of students	1. Evaluate data utilization process to meet student/teacher needs 2. Protocol for data-driven PLCs will be written and utilized throughout the school system, as well as shared with HeadStart and Early HeadStart.
G. Student Support Team and Data Team monitor progress jointly.		
1. Place Tier 2 students showing no progress in Tier 3 intensive interventions 2. Student support team (SST) comprised of grade-level teachers, district personnel, administrators; develops individualized interventions; monitors Tier 3 students' progress; meets to determine intervention success/other interventions needed	1. Reduce Tier 3 teacher/pupil ratio whenever possible 2. Enhance RTI protocol	2. Tier 3 process includes behavioral interventions
H. Specially designed learning is implemented through supports and interventions based on diagnostic data of a student's needs.		
1. Use data to ensure that all students are appropriately served	1. Protocol for making decisions to identify instructional needs of students 2. Data analysis/utilization training	1. Evaluate data utilization process to meet student/teacher needs
Building Block (BB)5: Tiered Supports		
Currently	Going Forward	Expanding/Sustaining
B. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily.		
1. Students complete interest surveys at the beginning of the year	1. Plan lessons related to student interest in order to increase engagement	1. Build partnerships in the community to provide mentors for struggling students

Pulaski County Elementary School: K-5 Literacy Plan

<p>2. Teachers conference with students individually to set goals 3. Higher-order thinking questions are required on daily plans</p>	<p>2. Incorporate differentiated lessons based on choice 3. Provide PL on higher-order activities</p>	
<p>C. Students receive literacy instruction in all contents and intervention that is evidence-based.</p>		
<p>1. Explicit GSE-aligned literacy instruction; content-area teachers follow GSE content- area literacy standards 2. Media center offers families access to differentiated student resources</p>	<p>1. Professional Learning on explicit instructional strategies to build students’ vocabulary, comprehension, content-area writing skills 2. Share effective interdisciplinary differentiated lessons/strategies 3. Professional Learning on evidence-based best practices in explicit literacy instruction</p>	<p>1. Form business partnerships to address workplace literacy skills</p>
<p>D. All students receive effective writing instruction across the curriculum.</p>		
<p>1. Utilize formative assessment strategies with feedback during writing process 2. Leverage technology to expedite content-area writing production, publishing, communication</p>	<p>1. Cross-curricular writing plan provides explicit instruction; includes guided, independent practice 2. PL on evidence-based practices in writing instruction</p>	<p>1. Implement a vertically/ horizontally-articulated writing plan consistent with GSE</p>
<p>E. Teachers provide engaging daily instruction in which students read and write enough to build stamina.</p>		
<p>1. Technology to promote engagement, teach literacy 2. Provide access to engaging texts</p>	<p>1. Obtain program that will offer feedback on writing assignments 2. Incorporate reward system for reading novels 3. Promote reading for pleasure</p>	<p>1. Focus on relating academic assignments to real-world application</p>
<p>F. Students have access to a wealth of texts that are below, at and above grade level.</p>		
<p>1. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts</p>	<p>1. Ensure all classrooms have libraries with leveled books related to a variety of interests</p>	<p>1. Partner with M.E. Roden Library to ensure all students have a public library card</p>

Pulaski County Elementary School: K-5 Literacy Plan

2. Some classroom libraries contain leveled books related to a variety of interests 3. PTO sponsors an annual book fair	2. Excess books distributed free to the community 3. Create a Book Mobile as a mobile literacy center	
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Building Block (BB)6: Professional Learning in Literacy Instruction

Currently	Going Forward	Expanding/Sustaining
B. Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.		
1. Monitor instruction through TKES/GSE observations/walkthroughs 3. Professional Learning to improve instruction based on student/ teacher assessments/needs 4. Experienced teachers partnered with pre-service and beginning teachers	1. Offer blended PL (online/face-to-face) provides content/resources to teachers/staff 2. Training in content-area literacy 3. Utilize classroom observations (or videotaping) to identify/support individual teachers for follow-up coaching, conferencing, mentoring	1. Data analysis determines PL effectiveness on GSE mastery in all subgroups 2. Time for staff “professional talk”/sharing

Pulaski County Middle School: 6-8 Literacy Plan

PCMS		
<p>Overview</p> <ul style="list-style-type: none"> Title I School (6-8) 335 Students 38% African American 51% White 8% Hispanic 3% Other 100% Economically Disadvantaged 	<p>Staff</p> <ul style="list-style-type: none"> 18 Teachers (1 shared with HHS) 4 Paraprofessionals Counselor Instructional Coach (shared with PCES) Nurse (shared with HHS) 2 Administrators 2 Custodians Secretary Bookkeeper 	<p>Student Opportunities</p> <ul style="list-style-type: none"> Core Academics MTSS Support Connections: Band/Music Appreciation, Bible, Agriculture, PE/Health, Intro to Business, Career Awareness, Engineering, Physical Conditioning, Family and Consumer Science Extra-curricular Clubs/sports Opportunities
<p>Leadership Team</p> <ul style="list-style-type: none"> Natasha Kilgore – Principal Sonya Ryan – Assistant Principal Sherrie Nance – Counselor Ashely Porter – 6th Reading Mindy Curtis – 7th Math Rebecca Wilson – 8th Science/Reading Tony Thompson – Connections Cedric Blackshear – SPED Traci Paulk - SPED Lisa England – Instructional Coach 	<p>Community Assets</p> <ul style="list-style-type: none"> Pulaski Count 4-H Church/Faith-based Organizations Hawkinsville Rotary Club M.E. Roden Memorial Library Hawkinsville/Pulaski Chamber of Commerce Hawkinsville/Pulaski Recreation Department Education Foundation Childcare Providers Pulaski County Health Department Taylor Regional Hospital UGA Archway Partnership Pulaski County Christian Learning Center 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> Working on the Work CCGPS/GPS/GSE Implementation Poverty Training Lucy Calkins Writing Thinking Maps GLISI Focus Walks/Peer Observations

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<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> • Differentiation • PBIS • HMH ELA/Reading Curriculum • Clairmont Social Studies • DOK Alignment to Standards • STEM Scopes • Reading/Writing across the curriculum • Separation of reading and ELA classes 	<p>PL Needs</p> <ul style="list-style-type: none"> • Explicit instructional research/evidenced-based strategies to build vocabulary, comprehension, and writing skills across content areas • Differentiated instructional strategies • Assisting students with significant reading/writing delays • Developing activities/lessons/units that fully integrate GSE rigor/academic challenge • Analyzing/using data to make decisions regarding academic placement and progress, especially pertaining to MTSS 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> • Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing • Provide all stakeholders with PL necessary to help children become proficient in literacy • Provide training, technology, and resources to meet the evolving needs of students • Promote literacy awareness throughout the system and community • Provide/distribute literacy resources to families and throughout the community
Building Block (BB)1: Community Partnerships		
Currently	Going Forward	Expanding/Sustaining
C. Partnerships with family and child/youth service organizations provide supplemental services for children.		
<p>1. M.E. Roden Library offers a Summer Reading Program for children 3 years old - 17 years old</p> <p>2. First Baptist Church and other churches collect books and food for the Backpack Ministry. Identified students receive non-perishable food items each week and are allowed to pick up a book to read and keep</p> <p>3. Middle Georgia Pediatric Associates (MGPA) provides children with books at their Wellchild Check</p>	<p>1. Create a Book Mobile as a mobile literacy center</p> <p>2. Communicate to parents/caregivers the opportunities of adult education</p> <p>3. Provide books in the waiting room at the MGPA for children to read while waiting to see the physician</p>	<p>1. Collect survey data to improve events offered to families</p> <p>2. Share information with parents/caregivers about the upcoming activities</p> <p>3. Encourage parent participation</p> <p>4. Book drive to continue to replenish the stock of books used for the Backpack Ministry</p> <p>5. Participants with Pulaski Adult/Youth Leadership collect books for MGPA waiting room</p>
D. Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.		
<p>1. Hawkinsville/Pulaski Family Connection has a bi-annual data review meeting with partnered agencies</p> <p>2. Small system/community allows for some communication among feeder patterns</p>	<p>1. Build partnerships among agencies serving Pulaski County youth</p> <p>2. Implement a protocol for data analysis and goal setting among agencies within the feeder pattern</p>	<p>1. Collaborate with agencies for cross agency support for parents and children</p>
Building Block (BB)2: Engaged Leadership		

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Currently	Going Forward	Expanding/Sustaining
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.		
1. All lesson plans are required to incorporate reading and writing across the curriculum daily 2. Teachers attend coaching sessions for new 7-8 reading basal 3. Administrators are in every classroom on a weekly basis	1. Professional Learning (PL) will be developed based on student data and teacher needs 2. Administration will participate in PL and serve on the Literacy Team 3. New teachers will be trained in current programs and refresher sessions will be provided for veterans 4. Hire a District Literacy Coordinator	1. PL will be adjusted based on up-to-date data 2. Deliberate efforts will be made to identify and train future leaders
B. A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices.		
1. Currently establishing a Literacy Team to develop a shared literacy vision aligned with state literacy plan	1. Use Needs Assessment and student data to identify and allocate funding to support literacy 2. Develop prioritized recommendations/goals for improvement 3. Ensure that stakeholders understand literacy goals and roles in meeting goals 4. Develop observation form or checklist for use during walk-throughs, to ensure consistency of effective instructional practices	1. Review and reassign staff to maximize achievement of literacy goals 2. Identify literacy priorities and allocate resources to sustain 3. Leverage help from stakeholders; investigate community funding to support literacy
C. School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders.		
1. Mid-year and year end benchmark analysis meetings between administration and each teacher 2. Quarterly vertical alignment collaboration between content area teachers to develop assessments 3. Professional Learning Communities (PLC) are held regularly 4. All staff are participating in a book study, <i>How Teachers can Turn Data into Action</i>	1. Leadership team will analyze MAP Assessment data for Milestones comparisons 2. Promote effective differentiated instructional strategies based on formative and summative assessments 3. Develop a plan to analyze and share implementation of effective literacy instructional practices	1. Train and utilize teacher leaders to facilitate sustainable Professional Learning over analyzing data 2. Use formative assessment results in conjunction with walk-through data to determine impact of efforts to maximize instructional time 3. Celebrate growth based on improved literacy outcomes

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Building Block (BB)3: Continuity of Instruction

Currently	Going Forward	Expanding/Sustaining
B. A plan is in place to improve access for families to resources for developing literacy in the home.		
<ol style="list-style-type: none"> 1. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts 2. Excess books are distributed free to the community from the media center 3. Parents and students are invited to attend the Devil Resource Center every Thursday night where they have access to certified staff 	<ol style="list-style-type: none"> 1. Institute Annual Literacy Nights to educate parents on ways to develop literacy in the home 2. Share and explain Lexile levels during Parent/Teacher conferences 	<ol style="list-style-type: none"> 1. Students will be taught to set goals and explain their literacy needs with their families 2. Literacy training to engage parents and provide ongoing literacy awareness
D. Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum.		
<ol style="list-style-type: none"> 1. Monthly grade level PLCs focus on collaboration to address achievement/grade expectations, align instruction, lesson planning 2. Analyze data to identify deficits in concepts/skills needed to meet GSE expectations 3. Require reading and writing across the curriculum 4. Use one-to-one technology to expedite writing process 	<ol style="list-style-type: none"> 1. Develop PL on content-area literacy strategies 2. Release-time for peer observations, PL, and self-reflection 3. Develop literacy plan to incorporate research-based and evidenced-based instructional strategies 4. Use narrative, argumentative, informational writing in various classes (informational- science; argument-history) 5. Utilize GADOE/GSE writing rubrics for performance expectations 	<ol style="list-style-type: none"> 1. Analyze videos of good instruction to improve disciplinary literacy instruction 2. School-wide literacy celebrations 3. Students focus on their own improvement
E. A systematic process is in place to ensure smooth transitions from one school to another.		
<ol style="list-style-type: none"> 1. Fifth grade students tour the middle school campus each spring 2. Students and parents attend Sixth Grade Orientation during Open House 3. Eighth grade students tour the high school each year 4. Some eighth grade students are enrolled in high 	<ol style="list-style-type: none"> 1. Hold transition night for upcoming sixth grade students, separate from Open House 2. Peer observations and vertical alignment between fifth and sixth grade teachers 3. Create parent surveys to elicit feedback on transitions 	<ol style="list-style-type: none"> 1. Promote student mentors between older and younger students 2. Utilize feedback to adjust transition plans between schools

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<p>school electives as their connections class</p> <p>5. Eighth grade completes their individual graduation plan and counselor provides information on dual enrollment</p> <p>6. Middle school students continue the Bridge Bill process which begins in the elementary school and is completed in the high school</p>		
<p>F. Out-of-school agencies and organizations collaborate to support classroom literacy instruction.</p>		
<p>1. Work with M.E. Roden Library, other agencies/organizations to identify literacy challenges; partner with them to help with summer literacy programs</p> <p>2. Work with community, faith-based groups to accommodate students; gather resources such as reading materials to enhance literacy</p> <p>3. Encourage organizations, caregivers to allot daily reading time, to participate in choosing appropriate texts</p>	<p>1. Identify/contact learning supports within local agencies/organizations to target student improvement</p> <p>2. Work within the district to fill program/service gaps</p> <p>3. Provide literacy awareness/resource support to organizations</p> <p>4. Provide a book mobile that is staffed by partners to visit centers, neighborhoods, and schools</p> <p>5. Create a transition team for outreach in the community to continue supporting parents and stakeholders</p>	<p>1. Develop an outreach program to bring literacy resources to our neighborhoods, churches, and local learning centers</p> <p>2. Social media communication</p> <p>3. Expand PCSS website and school app for communication</p>
<p>Building Block (BB)4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students</p>		
<p>Currently</p>	<p>Going Forward</p>	<p>Expanding/Sustaining</p>
<p>B. An infrastructure for on-going, formative and summative assessments is in place.</p>		
<p>1. Analyze EOG/achievement data for student placement in remediation/acceleration</p> <p>2. Utilize data to identify areas of struggle in areas such as comprehending informational text, writing, critical thinking</p> <p>3. Review benchmark and MAP data with content-area/grade members</p> <p>4. Training on how to better use data to plan lessons/impact instructional efforts</p>	<p>1. Develop a plan to store and collect data for analysis</p> <p>2. Provide intervention materials and train personnel in use</p> <p>3. Research/select effective progress monitoring tools to determine student growth</p>	<p>1. Designate personnel for ensuring fidelity of assessment procedures/timelines</p> <p>2. Professional Learning for assessment procedures for new teachers as well as refresher training for veterans</p>

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C. A system of on-going formative and summative assessments is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction.		
1. EOG and MAP assessment data are used to determine student needs as well as student growth 2. Purchasing MAP Skills to be used as a progress monitoring tool for tiered students	1. Develop a protocol for use of MAP screener for placement of students within MTSS 2. Develop a protocol for use of a progress monitoring tool to identify appropriate interventions as well as for movement among tiers	1. Analyze EOG, MAP, and other assessment data to evaluate the effectiveness of instruction
D. "At-risk" indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning.		
1. Universal Screening dates added to school calendar 2. Professional Learning addressing how to analyze data to develop/adjust instructional plans 3. Use Universal Screeners to monitor instructional, remedial effectiveness	1. Update Universal Screening procedures to include roles/tasks, data collection/entry timeline 2. Smooth transition of data analysis, processing, instructional planning between schools to address needs 3. PL on using assessment data to guide literacy instruction	1. PL/refresher sessions on assessment administration to ensure standardized procedures, accuracy of data recording 2. Monitor student progress in/out of RTI based on screening data to ensure diagnostic process effectiveness
E. Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions.		
1. Evaluate student progress, modify instructional strategies regularly	1. Grade level assessment data analysis to improve instruction 2. Use EOG and MAP data to develop a literacy plan	1. Protocols for analyzing assessments, evaluating student progress 2. Cross-grade examination of curriculum alignment to determine effectiveness and identify/eliminate gaps, based on summative data analysis
F. A clearly articulated protocol for using data to improve teaching and learning is followed.		
1. EOG scores available in SLDS; use information to group students, identify academic weaknesses for differentiated instruction 2. Use data to ensure that all students are appropriately served 3. Use technology for efficient data gathering/analysis	1. Data analysis/utilization training 2. Consistent data analysis procedures to improve instruction 3. Protocol for making decisions to identify instructional needs of students	1. Evaluate data utilization process to meet student/teacher needs 2. Protocol for data-driven PLCs will be written and utilized throughout the school system, as well as shared with HeadStart and Early HeadStart
G. Student Support Team and Data Team monitor progress jointly.		

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1. Place Tier 2 students showing no progress in Tier 3 intensive interventions 2. Student support team (SST) comprised of grade-level teachers, district personnel, administrators; develops individualized interventions; monitors Tier 3 students' progress; meets to determine intervention success/other interventions needed	1. Reduce Tier 3 teacher/pupil ratio whenever possible 2. Enhance RTI protocol	1. Tier 3 process includes behavioral interventions
H. Specially designed learning is implemented through supports and interventions based on diagnostic data of a student's needs.		
1. Use data to ensure that all students are appropriately served	1. Protocol for making decisions to identify instructional needs of students 2. Data analysis/utilization training	1. Evaluate data utilization process to meet student/teacher needs
Building Block (BB)5: Tiered Supports		
Currently	Going Forward	Expanding/Sustaining
B. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily.		
1. Students complete interest surveys at the beginning of the year 2. Teachers conference with students individually to set goals 3. Higher-order thinking questions are required on daily plans	1. Plan lessons related to student interest in order to increase engagement 2. Incorporate differentiated lessons based on choice 3. Provide PL on higher-order activities	1. Build partnerships in the community to provide mentors for struggling students
C. Students receive literacy instruction in all contents and intervention that is evidence-based.		
1. Explicit GSE-aligned literacy instruction; content-area teachers follow GSE content- area literacy standards 2. Media center offers families access to differentiated student resources	1. Professional Learning on explicit instructional strategies to build students' vocabulary, comprehension, content-area writing skills 2. Share effective interdisciplinary differentiated lessons/strategies 3. Professional Learning on evidence-based best practices in explicit literacy instruction	1. Form business partnerships to address workplace literacy skills
D. All students receive effective writing instruction across the curriculum.		
1. Utilize formative assessment strategies with	1. Cross-curricular writing plan provides explicit	1. Implement a vertically/horizontally-articulated

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feedback during writing process 2. Leverage technology to expedite content-area writing production, publishing, communication	instruction; includes guided, independent practice 2. PL on evidence-based practices in writing instruction	writing plan consistent with GSE
E. Teachers provide engaging daily instruction in which students read and write enough to build stamina.		
1. Lesson plans across all contents are required to incorporate daily reading and writing 2. Technology to promote engagement, teach literacy	1. Provide access to engaging texts 2. Incorporate reward system for reading novels 3. Promote reading for pleasure 4. Obtain program that will offer feedback on writing assignments	1. Focus on relating academic assignments to real-world application
F. Students have access to a wealth of texts that are below, at and above grade level.		
1. Students regularly visit and checkout books from the school media center which is well-stocked with age appropriate and reading level aligned texts. 2. Excess books distributed free to community from media center.	1. Build classroom libraries with leveled books related to a variety of interests. 2. Create a Book Mobile as a mobile literacy center.	1. Partner with M.E. Roden Library to ensure all students have a public library card
Building Block (BB)6: Professional Learning in Literacy Instruction		
Currently	Going Forward	Expanding/Sustaining
B. Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.		
1. Monitor instruction through TKES/GSE observations/walkthroughs 3. PL to improve instruction based on student/teacher assessments/needs 4. Experienced teachers partnered with pre-service and beginning teachers	1. Offer blended PL (online/face-to-face) provides content/resources to teachers/staff 2. Training in content-area literacy 3. Utilize classroom observations (or videotaping) to identify/support individual teachers for follow-up coaching, conferencing, mentoring	1. Data analysis determines PL effectiveness on GSE mastery in all subgroups 2. Time for staff “professional talk”/sharing