

Application: Treutlen County Early Learners B5

Trudie Jones - tjones@treutlen.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000052
Last submitted: Feb 10 2020 11:45 AM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Treutlen County

District Contact Information

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

Name	Trudie Jones
Position	Curriculum Specialist
Email	tjones@treutlen.k12.ga.us
Phone	912-529-7169

Grant Fiscal Agent MOU

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

[Treutlen County MOU.pdf](#)

Filename: Treutlen County MOU.pdf **Size:** 411.4 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[Treutlen County COI.pdf](#)

Filename: Treutlen County COI.pdf **Size:** 1.7 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

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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

[TreutlenCountyNarrative.pdf](#)

Filename: TreutlenCountyNarrative.pdf **Size:** 588.1 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.

[TreutlenCountyMgtPlan.pdf](#)

Filename: TreutlenCountyMgtPlan.pdf **Size:** 177.2 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[TreutlenCountyNeedsRoot.pdf](#)

Filename: TreutlenCountyNeedsRoot.pdf **Size:** 204.3 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[TreutlenCountyProjGoals.pdf](#)

Filename: TreutlenCountyProjGoals.pdf **Size:** 153.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

Section 5: Assessment/Data Analysis Plan (to be completed by district office)

10 points

In this section, indicate what community-level data will be utilized (e.g., poverty, transportation, healthcare, etc.) in addition to assessment data. For example, vision screeners may be an essential data point as a way to target vision supports for students.

In addition, it is important to spell out specifically who, what, when and how the assessments will be given at the school level and how they will be analyzed by a team representing the early care providers, the community, local teacher educators/professional development providers, the schools, and the district.

The procedures involved in determining how instruction is developed based on the assessment data should be carefully described. Assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed. Procedures for educators' analysis of local assessment data to inform instruction should also be included. **The Assessment/Data Analysis Plan should be limited to 1000 words.**

- Assurance that assessment and evaluation requirements for the SEA will be completed.
- Estimated cost for assessments included in proposed LEA-Partnership budget
- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Procedures for educators' analysis of local assessment data to inform instruction

[TreutlenCountyDataAnalysis.pdf](#)

Filename: TreutlenCountyDataAnalysis.pdf **Size:** 261.1 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.)

[TreutlenCountyPL.pdf](#)

Filename: TreutlenCountyPL.pdf **Size:** 115.7 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

[TreutlenCountyResources.pdf](#)

Filename: TreutlenCountyResources.pdf **Size:** 59.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

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

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

Notes:

Unallowable Expenditures

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

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

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

[TreutlenCountyBudget.pdf](#)

Filename: TreutlenCountyBudget.pdf **Size:** 76.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[TreutlenCountyAppendix.pdf](#)

Filename: TreutlenCountyAppendix.pdf **Size:** 2.0 MB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Treutlen County
School or Center Name	Treutlen County Early Learners B5
System ID	740
School ID	0001

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

3

Number of Paraprofessionals or Teaching Assistants in School

3

Principal or Director

Name	Alice Heath
Position	Pre-K Director
Email	atheath@treutlen.k12.ga.us
Phone	912-529-7161

L4GA 2019 School Contact

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

Name	Trudie Jones
Position	Curriculum Specialist
Email	tjones@treutlen.k12.ga.us
Phone	912-529-7169

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[TreutlenCountyEarlyLearnersB5LitPlan](#)

Filename: TreutlenCountyEarlyLearnersB5LitPlan.docx.pdf **Size:** 105.8 kB

Literacy Leadership Team Members

Those involved in literacy planning at the school level included the following people.

- District Level Curriculum Support: Bradley Anderson / Trudie Jones
- PreK Director: Alice Heath
- Media Specialist: Ana Daughtry
- Grade level Representatives: Lori Braddy (PK)
- Community Members: Le Nora Blair (Guiding Light); Jessica Durden (HeadStart)

Evidence-Based Practices

Evidence-Based practices and strategies will be chosen based on level of evidence. Protocol for implementation of any initiative will begin with a search for the identified need. Resources such as What Works Clearinghouse and Evidence for ESSA will be reviewed to determine the practice guide or program that best aligns.

Students Chosen for Interventions

Students will be chosen for interventions and supports based on the universal screener, MAP. Those scoring at the 35%ile and below will be identified, then selected to take a diagnostic to determine the intervention that best meets the student's need. The specific details of this process are outlined in a previous section.

Implementation Monitoring

School level initiatives will be monitored by school administration and district level support through walkthroughs and TKES evaluations. Ongoing support and coaching will be provided to ensure fidelity and enhance implementation. Formative data discussed during PLCs and reported by benchmarks will be analyzed to detect any concerns with implementation or need for further support.

Community and B-5 initiatives will be monitored through participation and surveys that will provide feedback on events. PALS data will also be analyzed to determine progress throughout the implementation. In the fall of each school term, GKIDS Readiness data will help determine additional needs and serve as a program evaluation piece for the PreK program.

Treutlen County Literacy Action Plan				
Vision: Preparing all students for success in life				
Belief: EVERY teacher impacts literacy, which is the foundation for success.				
Focus: Increasing awareness of strategies that promote early literacy				
Implementation	Action Items	Measures	Resources	Outcome
Participate in existing community events to provide literacy resources	<ul style="list-style-type: none"> • Participate in existing community events to provide literacy resources (How, p. 9) • Include caregivers on the community literacy task force (How, p. 9) • Provide opportunities for parent and community workshops (How, p. 9) • Invite community childcare caregivers 	<ul style="list-style-type: none"> • Participation data • Parent surveys and feedback • Community Literacy Task 	<ul style="list-style-type: none"> • Literacy motivation materials • Informational brochures and pamphlets • Books for at home reading • Digital subscription for online reading materials 	<p>School leadership teams will demonstrate commitment to literacy by convening partners (teachers, community organizations, families, students) to focus on literacy-related services and activities together. (Project Purpose)</p> <p>Community partners will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, youth, and children. (Project Purpose)</p>

	to professional learning opportunities (How, p. 9)		• Communication system for notification	
Explore and implement varied methods of effective communication				
Focus: Establish and effectively communicate consistent expectations				
Implementation	Action Items	Measures	Resources	Outcome
Communication system for sharing information	<ul style="list-style-type: none"> • Gather communication perception surveys • Aid in the assessment of current analytics of existing electronic tools used for communication <ul style="list-style-type: none"> ○ Website ○ Infinite Campus ○ One Call Now ○ Google • Use texting and notification services to promote school and community literacy events (How, p. 9) • Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Twitter, Facebook, district and school websites (How, p. 9) 	<ul style="list-style-type: none"> • Assess current state of stakeholder communication • Establish district guidelines for social media and other electronic forms of communication • Online response rate and feedback 	<ul style="list-style-type: none"> • Call out system • Online notification system • Text system • Social media accounts • Online PL system 	Teachers will engage with local community partners to support literacy-related activities and communications for families, youth, and children. (Project Purpose)

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

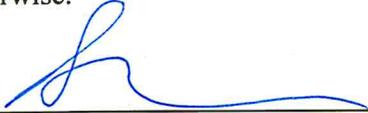
If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action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

Bradley S. Anderson, Superintendent

Typed Name of Fiscal Agency Head and Position Title

February 10, 2020

Date



Signature of Applicant's Authorized Agency Head (required)

Bradley S. Anderson, Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

February 10, 2020

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Mary Jane Corbin

Position/Title of Fiscal Agent's Contact Person: Director of Finance

Address: 5040 South Third Street

City: Soperton, GA Zip: 30457

Telephone: (912) 529-7101 Fax: (912) 529-4226

E-mail: banderson@treutlen.k12.ga.us



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

Bradley S. Anderson, Superintendent

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

February 10, 2020

Date (required)

PLAN FOR ENGAGING LEA-PARTNERS WITH PROFESSIONAL LEARNING OFFERINGS

Treutlen County teachers have participated in a wide variety of professional learning opportunities. This year, we have set a district-wide focus on implementing PLCs based on DuFour’s 4 Critical Questions. At this time, professional learning is school based. As revealed by our needs assessment data and teacher surveys, a focused professional learning plan is needed for consistency and set expectations for evidence-based instruction. As we move to a literacy centered focus, all schools and community partners involved in the literacy efforts initiated by Treutlen County Schools will support the professional learning plan set by the district.

Research as shown that finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing change in education (Scholastic Press & Bill & Melinda Gates Foundation, 2012). Within our district, we have one curriculum specialist who serves all schools. Often our superintendent and assistant superintendent help lead professional learning. Even with a limited staff, each Tuesday and Thursday, professional learning occurs at every school during common planning times for teachers. PreK-5th grade meet with grade level teams. At Treutlen Middle/High, 6-12 teachers meet by content area. We have a district-wide focus on implementing PLCs with DuFour’s 4 Critical Questions that occurs weekly. Other sessions are planned based on individual school needs.

Beginning in July of this year, we are planning to contract professional learning sessions to begin balanced literacy. Our curriculum specialist will also lead professional learning during the summer and continue the implementation throughout the school year. We’ve planned professional learning sessions on balanced literacy implementation every other week at each of the schools with additional sessions, coaching, and mentoring. We will continue with our PLC implementation as well.

The expectation is that each person who works with students in the school building impacts literacy. Professional learning on in balanced literacy will support all teachers with helping students. All certified teachers, including content teachers, CTAE teachers, and special education teachers are expected to attend applicable sessions. That expectation extends to school administrators and paraprofessionals. Community early childcare providers will be invited to attend applicable sessions at Treutlen Elementary. Media specialist and our community library director will be invited for sessions at the individual schools.

- **Time allocated for collaborative planning time per age/grade level team and vertical teams**

Each school has time in the regular school day schedule dedicated to grade level and department PLCs and collaborative planning. Tuesday and Thursday are professional learning days across the district. At this time, the literacy specialist is planning to begin a guided reading PLC that will meet during the regularly scheduled PLC time at each school alternating between schools on Tuesday and Thursday.

Two weeks each month, the literacy specialist and curriculum directors will conduct walkthroughs for fidelity checks to monitor implementation of evidence-based practices learned during PLCs. Monthly, the superintendent, curriculum directors, and literacy specialist conduct walkthroughs. Written feedback is provided following each school visit.

The data collected is used to celebrate growth and implementation, determine additional individual coaching needs, and to provide a reflection on professional learning delivery. In addition to determining effectiveness of professional learning through observing and supporting job-embed practices of implementation and coaching, surveys are given to teachers after each individual session and will be given after completing each step of implementation. This data, in addition to student growth measured and reported on running records helps to update the professional learning plan and make decisions for facilitator adjustment in practice, re-teaching, and coaching.

Monthly	Days	School	Focus
Week 1	Tuesday and Thursday	Elementary	Professional Learning
Week 2	Tuesday and Thursday	Middle and High	Professional Learning
Week 3	Varies by school	Elementary	Walkthroughs and fidelity checks
Week 4	Varies by school	Middle and High	Walkthroughs and fidelity checks
Monthly	Varies by school	Varies by school	Walkthroughs by Superintendent and District Curriculum Team

Professional Capacity

Treutlen County Schools is committed to student success and ensuring the quality of instructional delivery throughout the district. The implementation of a comprehensive professional learning plan focused on literacy development will develop staff by increasing teacher knowledge and skills. This will lead to higher levels of student engagement and academic

growth. Developing staff and ensuring staff collaboration are areas that L4GA will directly support through the focus on professional learning and implementation of readers and writers workshop. P-20 partnerships will be contacted for professional learning needs to support current teachers and teacher preparation for future teachers.

Retaining current teachers and school leaders and attracting new staff to the system are areas of need for Treutlen County. We have had a lot of new faces join Treutlen County this year. While that decreases the retention rate overall, it isn't always a negative occurrence. Our human resources director is new to Treutlen County Schools this year too. He has focused efforts on staff retention and Treutlen County has made strides by creating a solid teacher induction program this year. Treutlen County schools and individual schools work to create an atmosphere that makes teachers, administrators, and staff want to come to Treutlen County and stay.

- **Local PL Supports**

Professional learning sessions specific to guided reading implementation and assessment will be offered by the curriculum specialist with additional consultants beginning this spring and throughout the implementation process. Also, individual coaching and modeling will be conducted for support and to maintain fidelity. With a literacy centered focus, all teachers and caregivers impact literacy development (early care and learning providers, CTAE, Special Education teachers, all content teachers). There will be specific sessions targeted to meet the needs of each team as well as community partners and parents throughout the implementation process.

Other local professional learning is conducted weekly through professional learning communities in each school. The majority of the professional learning session planned over the next 5 years of balanced literacy implementation will be delivered by the district curriculum specialist with contracted PL support as needed during scheduled professional learning communities.

In addition to our district curriculum specialist, we are fortunate to have expert support from RESA. One of our elementary schools is currently participating in Striving Readers. The focus of Striving Readers perfectly aligns and supports the direction of balanced literacy through workshop models that we are moving towards as a district. We plan to continue implementation of Growing Readers throughout K-3.

Teachers, assistant teachers, and administrators from Pre-K and community childcare providers will attend training sessions provided by Bright from the Start that align to the needs of their Pre-K or 3 and 4-year-old children. Teachers and administrators working with early childcare will be invited to attend applicable professional learning session.

- **Online PL Supports**

Various approaches to professional learning will occur to best meet the needs of teachers, administrators, and support staff. Face to face local professional learning communities lead by the literacy specialist based on research found in Learning by Doing (Dufour, 2006) will be the main form of delivery. Learning through peer observations, mentoring, online modules, and with video support will be other possible formats offered.

Resources that will be used include P-20 partnerships, Comprehensive Reading Solutions website, and Formative Instructional Practices modules offered by the GADOE along with sessions in SLDS. Also, job-embedded professional learning will present through the use of immediately applicable evidence-based strategies, routines, and structures like interactive read-alouds, student conferring, reading record assessments, interdisciplinary writing, etc. Online opportunities for teachers and caregivers of B-5 will be available through PALS professional development support and webinars. We will also use Cox Campus for some foundational literacy professional learning.

One of our identified needs is to implement a communication system. This effort will also be used to provide an online professional learning communication platform for teachers to access resources and ideas as well as post questions and comment based on local PL offerings.

One initiative to be supported through L4GA funding is to create summer learning institutes where teachers may attend literacy focused professional learning opportunities based on their individual needs. Through existing model teachers, RESA, P-20, and additional experts, a variety of courses can be offered. This would also be an opportunity to support existing teachers to increase teacher retention in our district, as well as an opportunity to recruit teachers outside of Treutlen County or completing educational prep programs. Funding sustainability would eventually be through Title budget adjustments.

• **Institutes**

As a recipient of L4GA grant, we will send teams from each school, led by administration, to face-to-face professional learning and then follow up with site-based professional learning communities, peer coaching, and collaborative planning time. The institutes offer targeted learning for those who work with students in all areas, from district and school leaders to teachers in each grade band and community supports. We welcome the opportunity to attend institutes that are offered through the L4GA partnership to learn more about effective evidence-based practices to support our literacy efforts in Treutlen County.

Included in the professional learning plan for Treutlen County is the use of online learning. As many who present at the institutes are also online PLC moderators and coaches for GeorgiaLearns, our teachers will have the opportunity to participate in those sessions as well. Also, Comprehensive Reading Solutions modules will be used in conjunction with online collaboration across the district through Google Classroom and other sites.

• **Topics of Interest for PL for Each Audience**

During the literacy needs assessment process, each school identified professional learning needs. The district professional learning plan was designed to help support the building level professional learning needs. Ongoing professional development topics, in addition to the balanced literacy PLCs include grade level/department collaborative planning sessions, faculty TKES standards familiarization, horizontal and vertical data discussions.

Listed below are the professional learning opportunities in their initial year of implementation. To maintain focus on a creating a literacy culture and sustainability of implementation of Balanced Literacy in Treutlen County, trainings will be offered again based on new hires, feedback from surveys and PLCs, walkthrough and peer observation data.

Focus	PL Topic	Audience	Year
B/D/A Reading	Reading Strategies & Skills	4-12 content	1
B/D/A Reading	Reading strategies across content areas	4-12 content	1
RWS	Setting Expectations for Readers Workshop	K-8 ELA	1
RWS	Introduction to Readers Workshop	K-8 ELA	1
RWS - RR	Assessing Students	K-8 ELA	1
RWS - RR	Conducting Running Records	K-8 ELA	1
RWS - RR	Using Running Record Data	K-8 ELA	1
RWS - RR	Running Record Assessments Overview	K-8 ELA	1
RWS - RR	Running Records and RTI	K-8 ELA	1
RWS - GR	Preparing for Guided Reading	K-5 ELA	1
RWS - GR	Literacy Learning Stages (Pre-A, Emergent, Early, Transitional, Fluent)	K-5 ELA	1
PFE	Engaging Families in Literacy Development	B-5	1
PFE	Literacy Progression	B-5	1
RWCA	Reading & Writing Across Content	4-12 content	2
RWCA	Reading strategies across all content areas	4-12 content	2
RWCA	Writing strategies across all content areas	4-12 content	2
RWS - ML	Readers Workshop Mini-Lesson	K-8 ELA	2
RWS - IR	Independent Reading	K-8 ELA	2
RWS - SC	Student Conferring in Readers Workshop	K-8 ELA	2
RWS - IRA	Interactive Read Aloud	K-8 ELA	2
RWS - SR	Shared Reading	K-8 ELA	2
PFE	Developmentally Appropriate Literacy Practices	B-5	2
Reading	Reading Strategies & Skills	B-5	2

Professional Learning Strategies Identified on the Basis of Documented Need

Assessment	Assessment Use	All	3
Assessment	Data for Short Term & Long Term Planning	All	3
Interventions	Data for Interventions	All	3
WWS	Setting Expectations for Writers Workshop	K-8 ELA	3
WWS	Introduction to Writers Workshop	K-8 ELA	3
WWS - IW	Independent Writing	K-8 ELA	3
WWS - SC	Student Conferring in Writer Workshop	K-8 ELA	3
Reading	Interactive Read Aloud	B-5	3
Reading	Shared Reading	B-5	3
WWS - ML	Writers Workshop Mini-Lesson	K-8 ELA	4
WWS - ITA	Interactive Think Aloud	K-8 ELA	4
WWS - SW	Shared Writing	K-8 ELA	4
Writing	Interactive Think Aloud	B-5	4
Writing	Shared Writing	B-5	4
All	Professional Learning based on needs from fidelity checks and walkthroughs and community surveys	All	5
All	Peer observations of literacy strategies across the curriculum	All	5
PFE	Workshops and opportunities offered by surveyed needs	All	5

Assurance that assessment and evaluation requirements for the SEA will be completed.

All assessments set forth in the original L4GA grant requirements will be utilized and analyzed as directed in the grant requirements. These assessments are listed below in our assessment plan and in the specific analysis protocols.

Estimated Cost for Assessments

B-5 Estimated Expenses		Year 1	Years 2 - 5	Total
I/O Education (PALS)	hosting service (data management)	\$ 850.00	\$ 3,400.00	
	professional learning	\$ 625.00	\$ 2,500.00	
		\$ 1,475.00	\$ 5,900.00	\$ 7,375.00
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Pearson (PPV-T)	site license (access assessment)	\$ 750.00	\$ 3,000.00	\$ 3,750.00
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K-5 Estimated Expenses				
HMH Reading Inventory	hosting service (data management)	\$ 1,000.00	\$ 4,000.00	
	site license (access assessment)	\$ 3,500.00	\$ 14,000.00	
	initial setup hosting fee	\$ 250.00		
	Getting Started PL and coaching	\$ 1,375.00		
		\$ 6,125.00	\$ 18,000.00	\$ 24,125.00
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DIBLES	assessment materials	\$ 1,800.00	\$ 7,200.00	
	hosting service (data management)	\$ 400.00	\$ 1,600.00	
	professional learning	\$ 1,250.00		
		\$ 3,450.00	\$ 8,800.00	\$ 12,250.00
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6-8 Estimated Expenses				
HMH Reading Inventory	hosting service (data management)	\$ 1,500.00	\$ 6,000.00	
	site license (access assessment)	\$ 6,100.00	\$ 24,400.00	
	initial setup hosting fee	\$ 450.00		
	Getting Started PL and coaching	\$ 2,475.00		
		\$ 10,525.00	\$ 30,400.00	\$ 40,925.00
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9-12 Estimated Expenses				
HMH Reading Inventory	hosting service (data management)	\$ 850.00	\$ 3,400.00	
	site license (access assessment)	\$ 6,000.00	\$ 24,000.00	
	initial setup hosting fee	\$ 325.00		
	Getting Started PL and coaching	\$ 1,775.00		
		\$ 8,950.00	\$ 27,400.00	\$ 36,350.00
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Total Estimated Expenditures				\$ 124,775.00

Community Data

As referenced in the Treutlen County LEA Partnership Narrative (section 1), the poverty rate in Treutlen County is 12% higher with 9% more households receiving food stamps than in the State of Georgia. Our focus for children in Treutlen County from birth through age 5 is to be ready for kindergarten **[why]**. We plan to support these efforts through increased community awareness of early literacy skills by implementing a communication system **[what]** within our district. We will implement summer **[when]** Kindergarten Camp **[what]** to support early literacy and kindergarten transitions. We will collect data on

implementation through participation **[data]** and comparison data of GKIDS Readiness for attendees and non-attendees **[data]**.

We also plan to provide books and resources on how to begin early literacy development at home **[what]** through parent workshops and distribution of literacy information **[how]** within the community. We will work with community partners **[who]** such as DEFCs, Babies Can't Wait, and The Treutlen County Health Department to provide books and resources to community members who utilize their services. To determine the impact of implementation, we will collect data on distribution **[data]**. By having representatives and early care providers from various community groups on our Community Literacy Task Force, we are able to rely on their connections to reach groups within the county to provide additional feedback on implementation **[data]**.

- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Assessment Plan

In Treutlen County Schools, we recognize that assessment is vital to measuring and understating student growth, student needs, and instructional effectiveness. We have recently implemented the MAP assessment district-wide to better measure and understand the needs and strengths of students. We have also begun creating common formative assessment for each grade level. The chart below addresses the assessments we currently have in place and ones that will be implemented beginning in the 2020-2021 school year.

Purpose (why)	Assessment (what)	Administration (how)	Grades/Assessor (who)	Calendar (when)
Formative Assessments				
<ul style="list-style-type: none"> • Inform teaching and learning • Instructional planning for differentiated needs • Provide guidance and information to families 	Work Sampling Online (WSO)	<ul style="list-style-type: none"> • Observation of classroom performance 	<ul style="list-style-type: none"> • Pre-K • Teacher 	<ul style="list-style-type: none"> • Ongoing
	Common Assessments locally created based on GSE	<ul style="list-style-type: none"> • Mostly paper based • Individual classrooms 	<ul style="list-style-type: none"> • K-12 • Teacher 	<ul style="list-style-type: none"> • Ongoing
	*Next Step Reading Assessment	<ul style="list-style-type: none"> • 1:1 student & teacher 	<ul style="list-style-type: none"> • K-5 • Teacher 	<ul style="list-style-type: none"> • Ongoing
	*Analytic Writing Continuum (AWC)	<ul style="list-style-type: none"> • Written 	<ul style="list-style-type: none"> • 3-12 • Teacher 	<ul style="list-style-type: none"> • Fall • Winter • Spring
Interim Assessments				
<ul style="list-style-type: none"> • Screener • Diagnostic • Instructional planning and adjustment • Measure growth and progress in relation to goals • Predict future performance 	Phonological Literacy Screening (PALS)	<ul style="list-style-type: none"> • Oral • 1:1, student & teacher 	<ul style="list-style-type: none"> • Pre-K • Kindergarten • Teacher 	<ul style="list-style-type: none"> • Fall • Winter • Spring
	GKIDS / GKIDS Readiness Check	<ul style="list-style-type: none"> • Performance based • 1:1, student & teacher 	<ul style="list-style-type: none"> • Kindergarten • Teacher 	<ul style="list-style-type: none"> • Ongoing
	*DIBELS-Next	<ul style="list-style-type: none"> • Oral • 1:1, student & teacher 	<ul style="list-style-type: none"> • K-3 • District testing team 	<ul style="list-style-type: none"> • Fall • Winter • Spring
	*Houghton Mifflin Harcourt Reading Assessment	<ul style="list-style-type: none"> • Computer based • Whole group 	<ul style="list-style-type: none"> • 3-12 • Teacher 	
	Measures of Academic Progress (MAP) Skills		<ul style="list-style-type: none"> • K-12 • Teacher 	
Measures of Academic Progress (MAP) Growth				
Summative Assessment				
<ul style="list-style-type: none"> • Measure year-end student achievement or proficiency 	*Peabody Picture Vocabulary Test (PPVT-4)	<ul style="list-style-type: none"> • 1:1, student & teacher 	<ul style="list-style-type: none"> • Pre-K • District testing team 	<ul style="list-style-type: none"> • Fall (baseline) • Spring

<ul style="list-style-type: none"> Identify areas of instructional focus for following year 	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)	<ul style="list-style-type: none"> Blended online & paper Small group & individual administration 	<ul style="list-style-type: none"> K-12 English learners Teacher 	<ul style="list-style-type: none"> Winter
	Georgia Milestones	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> 3-8 9th Lit & Comp Am Lit & Comp Algebra Analytic Geometry Geometry Phy Sci US History Econ Teacher 	<ul style="list-style-type: none"> Spring
*will begin 2020-2021				

Assessment Analysis

Procedures for Analysis of Interim Assessment Data

Interim assessments are given across the district in Pre-K through 12th grades. Each interim assessment is given periodically throughout the year. Based on the assessment, the grade of the students taking the assessment, and the type of data collected, different teams will participate in the data analysis.

Purpose (why)	Assessment (what)	Grades/Assessor (who)	Calendar (when)	Analysis (when)	Analysis (who)
Interim Assessments					
<ul style="list-style-type: none"> Screener Diagnostic Instructional planning and adjustment Measure growth and progress in relation to goals Predict future performance 	Phonological Literacy Screening (PALS)	<ul style="list-style-type: none"> Pre-K Kindergarten Teacher 	<ul style="list-style-type: none"> Fall Winter Spring 	<ul style="list-style-type: none"> September January April 	<ul style="list-style-type: none"> PreK Teachers District Leaders Community Literacy Task Force (w/early care providers)
	GKIDS / GKIDS Readiness Check	<ul style="list-style-type: none"> Kindergarten Teacher 	<ul style="list-style-type: none"> Ongoing 	GKIDS <ul style="list-style-type: none"> Each 9 weeks (school level) Winter & Spring (district leaders & community) Readiness: <ul style="list-style-type: none"> Throughout the 6-week window (school level) Winter and Spring (district and community) 	<ul style="list-style-type: none"> Kindergarten Teachers & School Administration District leaders Community Literacy Task Force (w/early care providers)
	*DIBELS-Next	<ul style="list-style-type: none"> K-3 District testing team 	<ul style="list-style-type: none"> Fall Winter Spring 	<ul style="list-style-type: none"> September January April 	<ul style="list-style-type: none"> K-3 teachers & School Administrators District Leaders Community Literacy Task Force (w/early care providers)
	*Houghton Mifflin Harcourt Reading Assessment	<ul style="list-style-type: none"> 3-12 Teacher 		<ul style="list-style-type: none"> September January April 	<ul style="list-style-type: none"> 3-12 teachers & School Administrators District Leaders

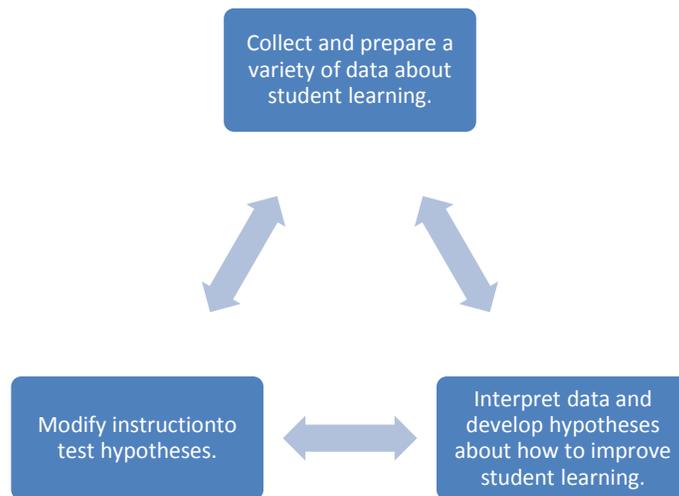
	Measures of Academic Progress (MAP) Skills	<ul style="list-style-type: none"> • K-12 • Teacher 	<ul style="list-style-type: none"> • September • January • April 	<ul style="list-style-type: none"> • K-12 teachers & School Administrators • District Leaders
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Data from each interim assessment **[what]** will be analyzed at by the team most appropriately aligned with the students **[who]** at the team meeting following the availability of the results **[when]**. For each of the interim assessment, excluding GKIDS and GKIDS Readiness Check, the assessment windows occur in the fall, winter, and spring. Typically, the assessment window for each is open for about a month and results are available within 24 hours of assessment completion (above chart). All assessment analysis will be shared with the Community Literacy Task Force.

GKIDS **[what]** is ongoing throughout the year. Data analysis at the school level **[who]** will occur each 9 weeks **[when]**. Data will be reviewed in winter and spring by district leadership and the Community Literacy Task Force **[when]**. GKIDS Readiness **[what]** data analysis at the school level **[who]** will occur periodically throughout the assessment window **[when]** to plan and adjust instruction. GKIDS Readiness data **[what]** analysis for District Leadership and the Community Literacy Task Force **[who]** will occur in the fall during the month following the 6-week assessment window **[when]**. These results will be analyzed and discussed in terms of the level of kindergarten readiness and community impact.

Interim Data Analysis

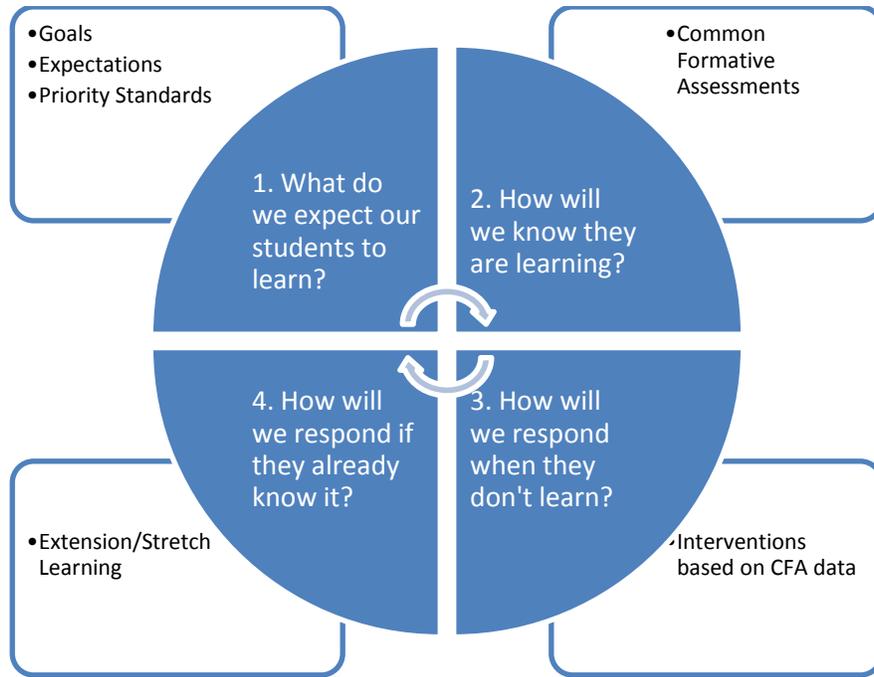
Each of the analysis will follow recommendation one, make data part of an ongoing cycle of instructional improvement **[how]**, in the evidence-based practice guide Using Student Achievement Data to Support Instructional Decision Making (Hamilton, et al., 2008).



Procedures for Analysis of Local Assessment Data to Inform Instruction

We are in our first year of implementing PLCs using DuFour's Four Critical Questions (DuFour, 2006) **[how]**. We began this process with professional learning in July and the first cycle of PLCs occurred before school began. Our aim for each of these meetings is to answer one of the four critical questions focused on learning using common formative data **[what]** collected during teaching. The learning communities are led by our Superintendent and are composed of grade level teachers in K-5 and departments in 6-12 **[who]**. Learning communities in each grade or department meet weekly **[when]** to analyze data and discuss the critical question outlined below to plan for the upcoming week **[what]**.

DuFour's Model



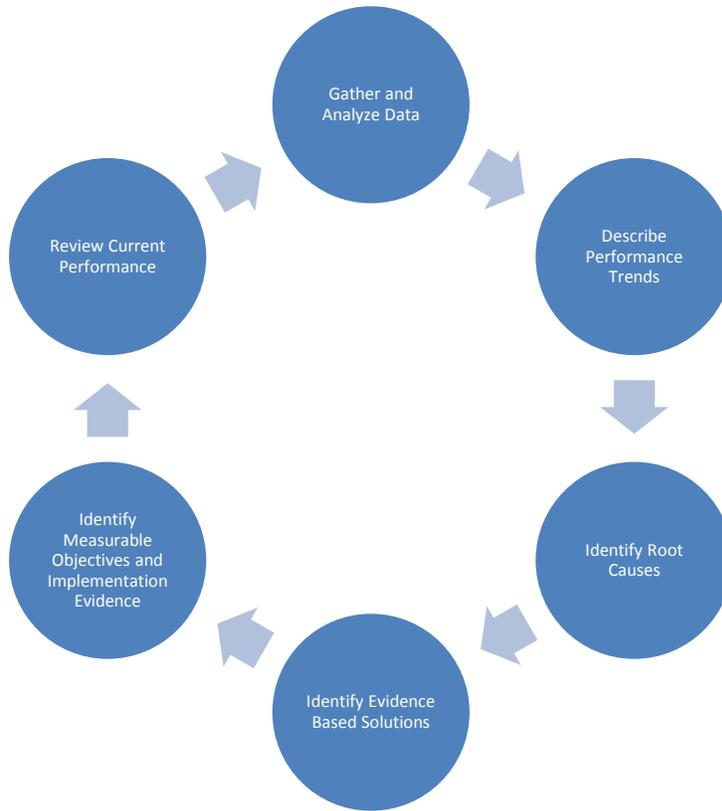
Procedures for Analysis of Summative Assessment Data to Inform Instruction

Summative assessments, while given as a measure of what was learned throughout the school year, are the most well known of all assessments given. Data from the summative assessments will be shared with community stakeholders through the communication system that will be put in place as well as through local means such as the newspaper and social media.

Purpose (why)	Assessment (what)	Grades/Assessor (who)	Calendar (when)	Analysis (when)	Analysis (who)
Summative Assessment					
<ul style="list-style-type: none"> • Measure year-end student achievement or proficiency • Identify areas of instructional focus for following year 	*Peabody Picture Vocabulary Test (PPVT-4)	<ul style="list-style-type: none"> • Pre-K • District testing team 	<ul style="list-style-type: none"> • Fall (baseline) • Spring 	<ul style="list-style-type: none"> • September • April 	<ul style="list-style-type: none"> • PreK Teachers • District Leaders • Community Literacy Task Force (w/early care providers)
	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)	<ul style="list-style-type: none"> • K-12 English learners • Teacher 	• Winter	• April	<ul style="list-style-type: none"> • K-12 teachers with EL students & School Administrators • District Leaders
	Georgia Milestones	<ul style="list-style-type: none"> • 3-8 • 9th Lit & Comp • Am Lit & Comp • Algebra • Analytic Geometry • Geometry • Phy Sci • US History • Econ • Teacher 	• Spring	• April	<ul style="list-style-type: none"> • 3-12 teachers & School Administrators • District Leaders • Community Literacy Task Force (w/early care providers) • PL providers

Summative assessment data **[what]** is analyzed by utilizing the Georgia System of Continuous Improvement plan **[how]**. This process begins in the spring **[when]** and includes a sampling of school system employees, parents, students, and community members **[who]**. Also, professional learning providers for the upcoming school year will be included in the analysis.

Georgia DOE Cycle of Continuous Improvement



NEEDS ASSESSMENT PROCESS

The needs assessment process for establishing literacy needs in the schools, district, and community was modeled after Georgia's System for Continuous Improvement. The first steps to identify needs, select interventions, and plan implementation are below. The final steps of implement plan and examine progress will occur once the plan is in place. Stakeholders from each team participated in the needs assessment.

Step 1: Identify Needs

Needs were determined through survey data reported by representatives from the community and the school system. Needs aligned with areas identified in Continuous Improvement Model from the Georgia DOE and are outlined in the table provided in step 3, plan implementation.

Birth – 5 years old

The needs assessment for children in Treutlen County from birth through age 5 was conducted via survey. The survey was based on available L4GA resources with the specific questions added to obtain information on the areas requested in the L4GA grant application. It was created through an online platform and links were emailed to the community literacy team and others who interact with children from birth to age 5. Data were collected from Pre-K teachers, Head Start teachers, and community members including parents/grandparents/guardians of children between the ages of birth to 5 years old.

The responses from the needs assessment are outlined below. When working towards determining specific needs for our community, we decided to focus our efforts on survey items which overall scored as not evident or emerging. Data for all items are below; however, only our focus areas are included in our final plan implementation.

K-12

The district and school literacy teams completed the needs assessment to determine areas of focus. Each school formed a literacy team that was led by the principal and included other members from the administrative team and a representative from each grade/department. The literacy teams used data from the existing school level comprehensive needs assessment conducted earlier in the school year as well as recent data from Georgia Milestones, benchmark assessments, the MAP assessment, and survey data.

Needs:

- Increase rigor and relevance with curriculum aligned to standards
- Increase student engagement in appropriate practices
- Data driven decision making
- Aligned and consistent professional learning
- Effective communication
- Access to services and support
- Increased language nutrition

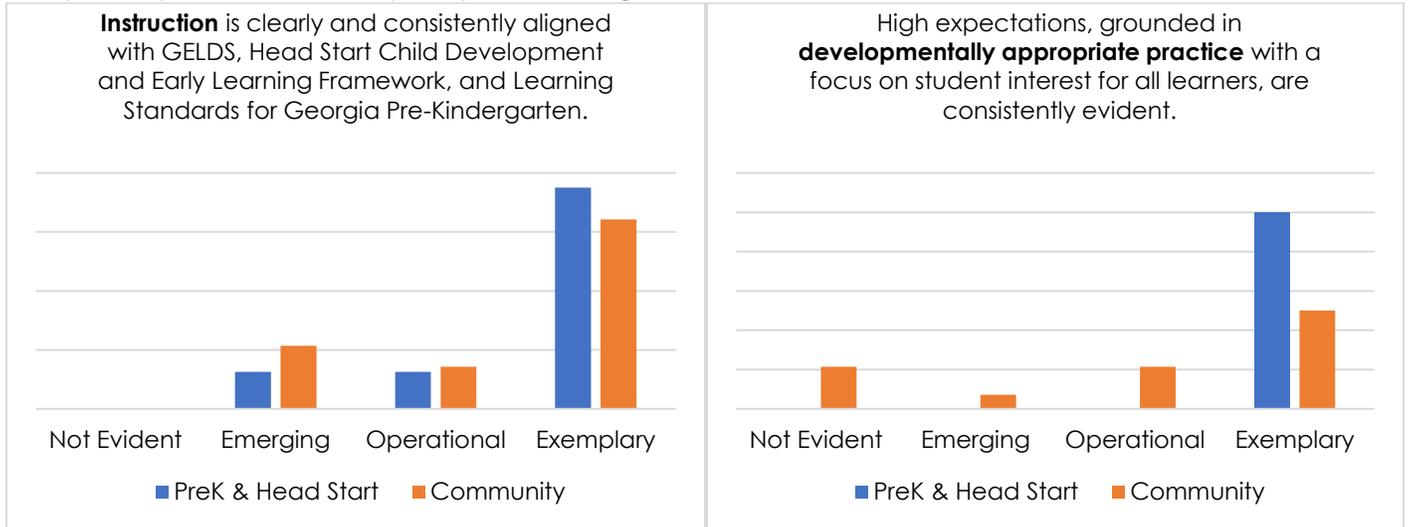
ANALYSIS OF DATA RELATED TO OTHER LEARNING OUTCOMES AND SCHOOL READINESS

We decided to disaggregate the data by respondent type to better determine root cause for concerns and give focus to possible interventions. We grouped responses from Pre-K and Head Start teachers together and responses from community members together.

After reviewing the data from the survey responses, the results for most questions were extremely varied across the scale ranging from not evident to exemplary. Members within both groups, Pre-K and Head Start teachers as well as community members, had varying perspectives for most of the questions asked. Almost every question resulted in responses from both groups that ranged not evident to exemplary. Very few questions resulted in a clustered response of mostly exemplary or mostly not evident. Responses to specific questions are shown below.

B-5 Developmentally Appropriate Instruction and Curriculum

Developmentally appropriate refers to concepts focused on children ages three through eight years old that promote optimal learning and development based on research of child development and learning (NAEYC, 2009). Alignment of concepts and practice is necessary for optimal learning.



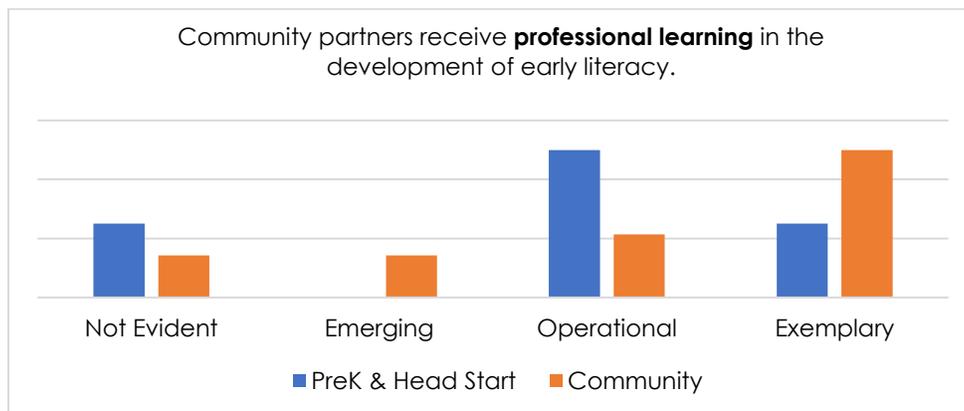
Analysis

- Some teachers felt Instruction alignment was emerging or operational. These responses indicate the majority of PreK and Head Start have participated in professional learning to align instruction to respective standards, but most local child care providers have not.
- Some community members, including parents/ grandparents/ guardians of B-5 children feel that little or no attention is paid to developmentally appropriate practice and staff have preconceived ideas about children's potential. Also, there are inconsistencies between high expectations and developmentally appropriate practice.
- Overall: Operational

K-12 Alignment: Coherent Instruction

B-5 Professional Learning Provided to Educators and Directors

Professional learning opportunities can greatly impact knowledge and practice. The power of knowledge is necessary to have a positive impact on literacy development.



Analysis:

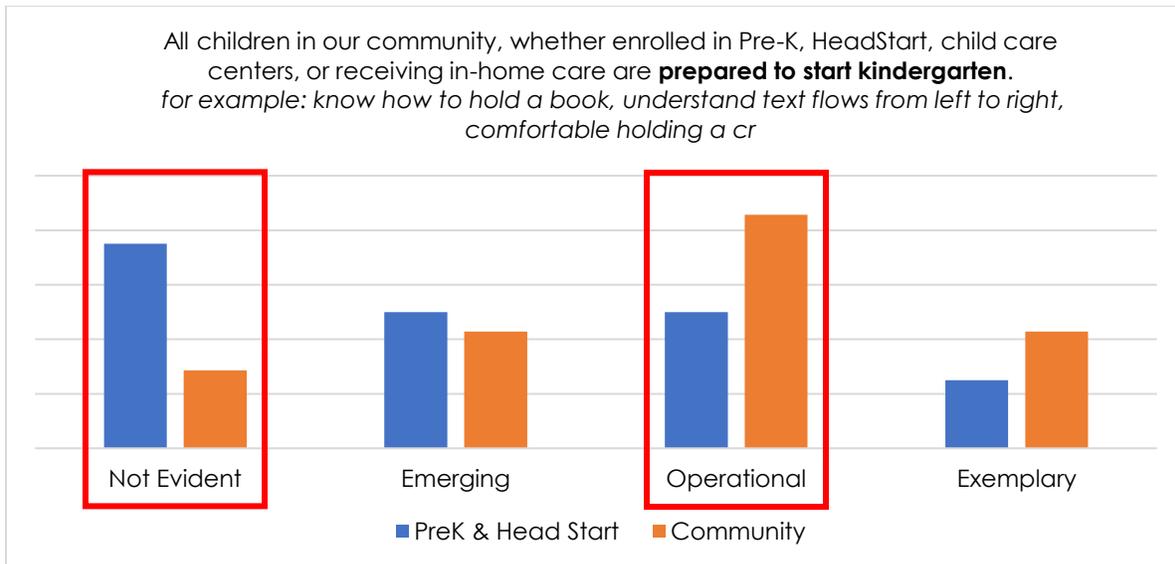
- Responses for professional learning varied greatly for both groups.
- The community members who rated this as exemplary felt that using technology and community participation to overcome barriers, community partners regularly participate in a full range of professional learning in the development of early literacy. Exemplary responses were from community members who identified as

parents/grandparents/guardians of children from birth-5 years old. Results from other community members and teachers were varied and ranged from not evident to operational.

- PreK & Head Start teachers were mostly in agreement that some community partners have shared expertise and knowledge at early childhood coalition meetings, but participation has been low.
- Professional learning opportunities can and should be available to all who have contact with young children.
- Overall: Operational

K-12 Alignment: Professional Capacity

Developmentally appropriate curriculum and practice result in children having optimal growth and development so they are ready to learn. Survey response for overall kindergarten readiness resulted in the greatest discrepancy between community members and teachers out of all survey items.



Analysis:

- Results for this question varied from not evident to exemplary.
- PreK and Head Start teachers strongly ranked this question as not evident, showing they felt our kids were not prepared to start kindergarten.
- Most community members felt that kindergarten readiness was at an operational level; however, GKIDS results show different results.
- Very few of either group felt that all children were ready to start kindergarten.
- These results indicate the need for an understanding of what skills are necessary for kindergarten readiness.
- Overall: Emerging

Root Cause: Processes and expectations varied among schools and stakeholders

Need: Effective communication

K-12 Alignment: Family and Community Engagement

- **GKIDS Readiness**

According to 2018 data from Kids County (2018), about 55% of children ages 3 and 4 in Treutlen County do not attend preschool. Of the 45% of 4-year-olds in Treutlen County who attended Treutlen Schools PreK, 95% transition into kindergarten at Treutlen Elementary. The 95% of PreK children who transfer to our kindergarten comprise only about 75% of the total class of kindergarten students. Most of the other 25% of kindergartners are new to a formal school setting and have mostly experienced in home child care from parents, grandparents, or other non-licensed providers.

According to 2019 Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check these are the areas of greatest concern:

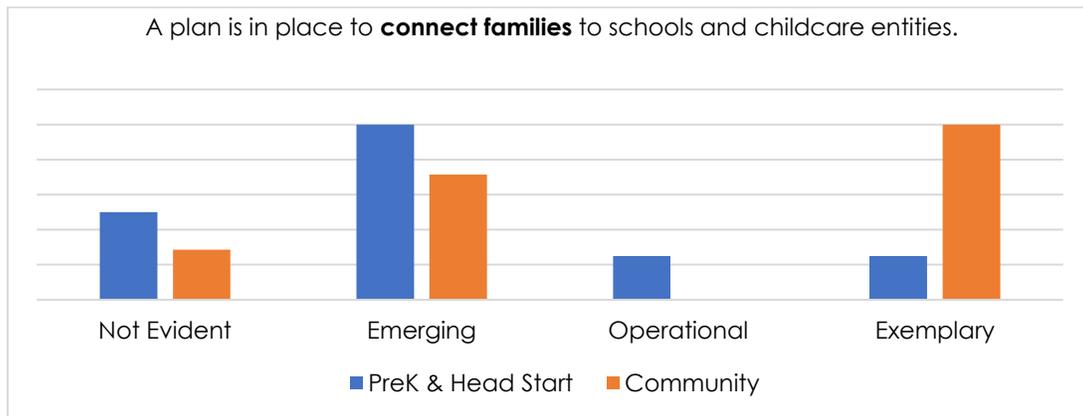
Not Demonstrating	Skill
44%	Tracks words from left to right, top to bottom, and page to page
44%	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems (i.e., scissors cut paper to make it smaller, erasers remove pencil marks on paper)
44%	Draws pictures and copies letters and/or numbers to communicate
28%	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences

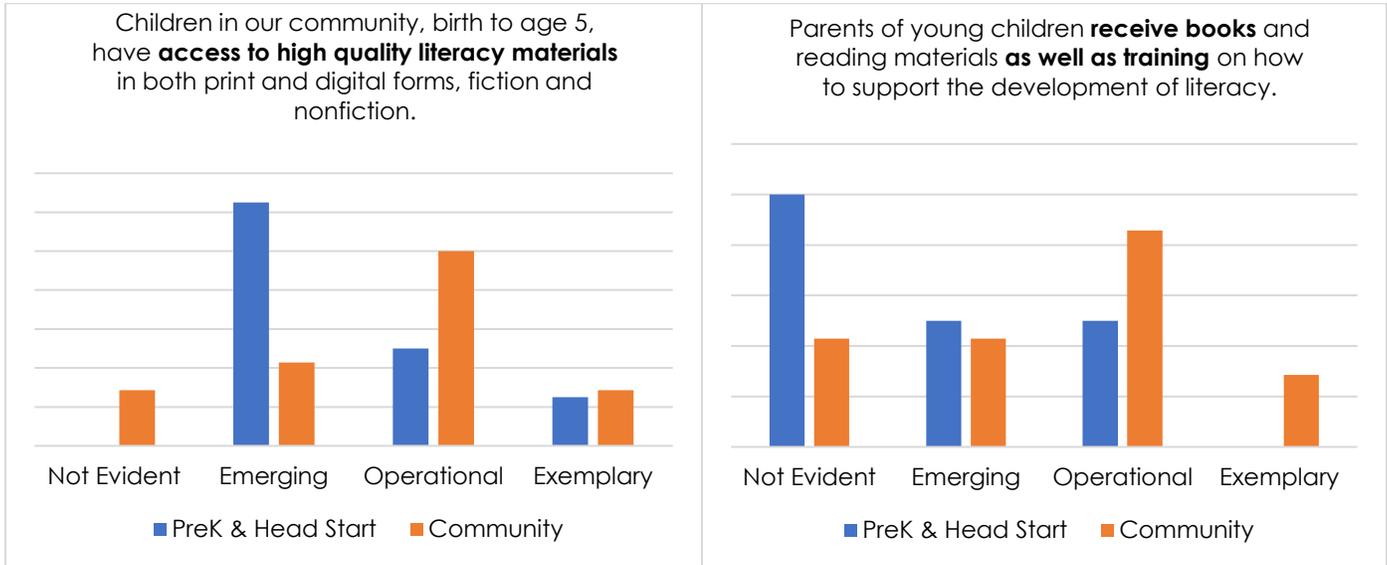
Analysis:

- Almost half of children in Treutlen County Schools kindergarten classrooms do not know concepts of print learned from early experiences with books.
- Basic problem solving is learned through interaction with adults.
- Each of these skills is linked to language nutrition and are supported by literacy related resources and materials.
- These basic and necessary skills are learned through communication. The foundation of learning begins at birth. When parents and caregivers are equipped to begin literacy development early, it benefits each child with whom they encounter. With the support of the L4GA grant, Treutlen County Schools will have the means to provide a community focus on literacy and support parent engagement workshops centered on the needs of young children for parents and child care providers.

B-5 Family Engagement Strategies

Family engagement is vital to early literacy skill development. Engagement with schools and child care entities as well as resources to support engagement with literacy activities within the home are necessary components to helping children from birth to 5 establish a foundation for later learning.





Analysis:

- Results from the surveys collected show that responses in these areas varied from not evident to exemplary.
- Overall, teachers felt parent and family engagement strategies and access to books as well as training on how to support developmental literacy were either not evident or only emerging.
- Community members felt more positive about parent and family engagement and access to literacy materials, books, and training.
- Overall: Emerging

Root Causes:

- Processes and expectations varied among schools and stakeholders
- High poverty rates require financial resources to support other needs

Needs:

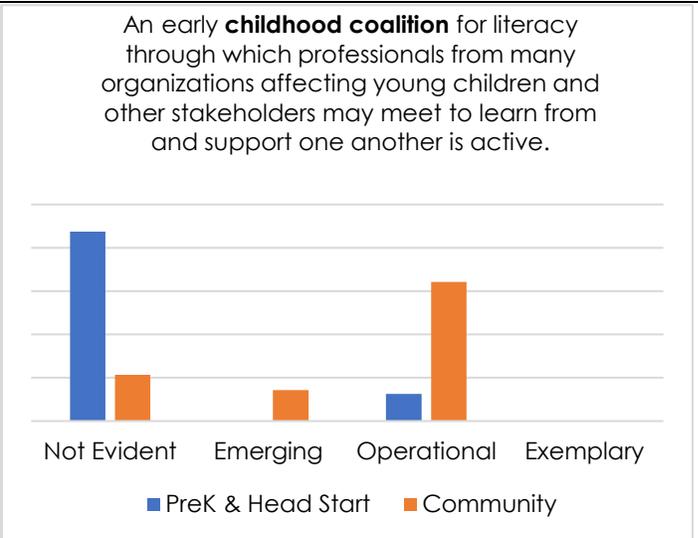
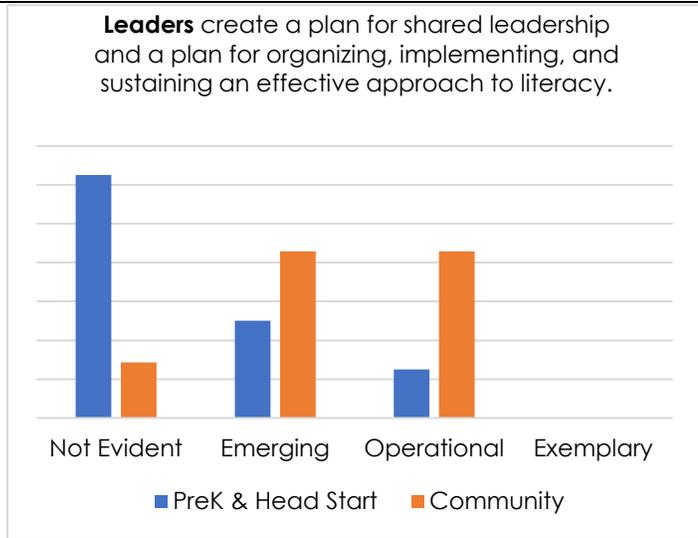
- Effective communication
- Access to supports and services

K-12 Alignment:

- Family and Community Engagement
- Supportive Learning Environment

B-5 Leadership Effectiveness

The efforts for early interventions to support literacy development must be led and supported by those within the community. Without strong leadership, positive literacy shifts will not occur.



Analysis:

- Neither teachers or community members feel leadership for literacy within the community are exemplary.
- Some community members feel the efforts are more operational than do teachers.
- Most teachers feel leadership regarding literacy planning and implementation for community literacy is has not begun.
- While these efforts are in their infancy stages, the efforts have begun with our Community Literacy Task Force. We know from this data, that it is vital to include teachers in the process of planning for birth – age 5 literacy interventions.
- Overall: Emerging

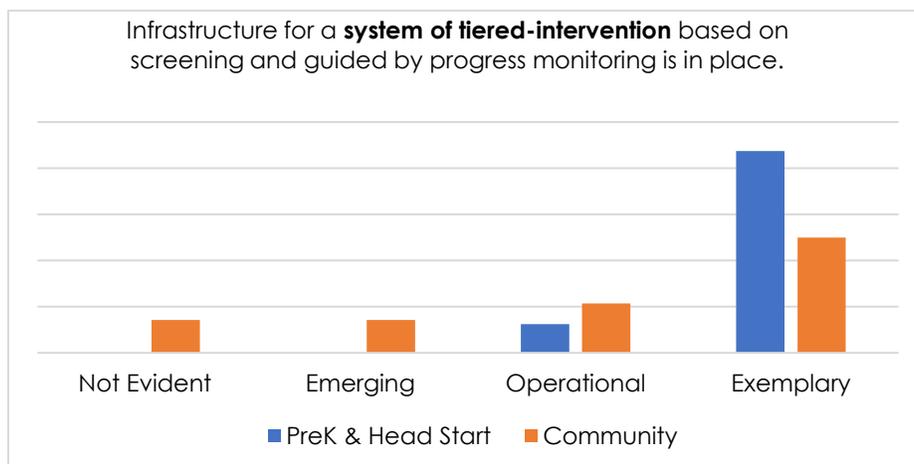
Root Cause: Instructional decisions were made based on by external factors

Need: Data driven decision making

K-12 Alignment: Effective Leadership

B-5 Other Supports for the Whole Child and Well-rounded Education

Addressing the needs of the whole child includes well-being through emotional supports, learning conditions, connectedness, and supporting a learner’s potential (GaDOE: Whole Child-Resources, 2019). By addressing the needs of the whole child, we are able to impact student achievement and help children be better prepared to learn.



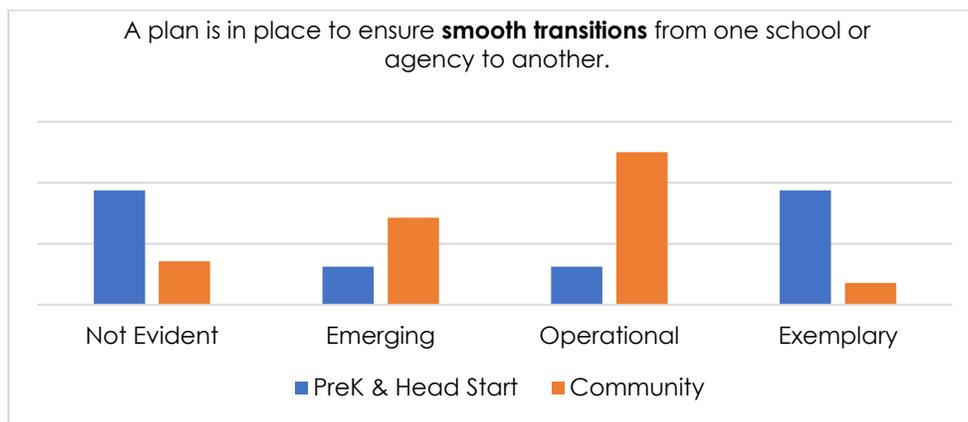
Analysis:

- Most community members and teachers alike felt that protocols for using a system of tiered support are in place and applied.
- Some community members surveyed did not feel supports were evident.
- When reviewing the existing supports within our county in comparison to the needs of students when entering kindergarten, we found this response to be surprising. While there are supports available, children enter with needs that support services could have addressed earlier (i.e., hearing/vision screening, lack of communication skills, basic understanding of ways to problem solve).
- Overall: Operational

K-12 Alignment: Supportive Learning Environment

B-5 Coordination Efforts with K-12

Coordination efforts between early child care and the school system are beginning to form. Plans for including early care and at home child care providers in helping children transition into formal schooling are developing. Communication among all stakeholders of events and opportunities is a focus in our strategic plan and CLIP.



Analysis:

- Teachers and community members responded at all levels.
- Pre-K and Head Start teachers were split between the response of “no formal plan for transitions is currently in place” and “written procedures for transitions from one setting to another from year to year are in place.”
- Most of the community felt that plans for transitions were emerging or operational and that “students and parents generally have an opportunity to visit the next learning environment.”
- Overall: Emerging

Root Cause: Processes and expectations varied among schools and stakeholders

Need: Effective communication

K-12 Alignment: Family and Community Engagement

CNA PROCESS AND ROOT CAUSE ANALYSIS USING GEORGIA'S SYSTEM OF CONTINUOUS IMPROVEMENT

To gather survey data, each literacy team member took the needs assessment survey back to their grade level or/department administered the survey, then met with their respective grades/departments to discuss the results. After compiling results, the literacy teams reconvened to prioritize needs and determine root causes. In all schools, the survey results supported the needs identified in the comprehensive needs assessments and aligned with the root causes previously established by the district CLIP.

Coherent Instructional System

Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement			
Coherent Instruction	Data	Need	Root Cause
	K-12: We also have a challenge in curriculum alignment both vertically and horizontally.	Increase rigor and relevance with curriculum aligned to standards	Curriculum and teaching followed traditional methods in a changing world with standards that require more depth
	K-12: Our greatest challenge has been providing consistent and effective Tier 1 instruction .	Increase student engagement in appropriate practices	Instructional strategies implemented based on teacher choice

• **Past Instructional Initiatives**

A need discussed across the district by administrators and teachers is the need for instructional initiatives with cohesive implementation. When school literacy teams submitted past initiatives for this project, each list was minimal. The last curriculum purchased was in 2011 and was math focused. As a result, the district recently implemented a rigorous math curriculum, Eureka Math. The last literacy-based curriculum attempted was several years ago. It was abandoned due to the level of rigor paired with little professional development and lack of implementation monitoring.

• **Current Instructional Initiatives**

- Data Focused PLCs Weekly led by the Superintendent
- Growing Readers
- Marzano's 6-Steps for Vocabulary Instruction
- Know - Understand - Do
- USA Test Prep
- MAP Assessments
- Leadership Teams
- Priority Standards
- Curriculum Mapping
- Common assessment creation

• **Future Instructional Initiatives**

Treutlen County will continue to take a comprehensive approach to instructional initiatives to ensure cohesiveness and consistency as well as long-term implementation to maximize the impact on student growth. Also, future initiatives ensure evidence-based practices are in place and aligned with the strategic goals from the Georgia Literacy Task Force.

One expectation for the L4GA grant is that the entire district uses the Literacy Focused Strategic Plan as their singular plan for literacy-related professional learning, curriculum decisions, and budget focus. This approach will be expected regardless of L4GA funding to establish and maintain cohesiveness and consistency within the entire district; set expectations are vital for growth at all stages. Professional learning and instruction in Treutlen County will center on literacy initiatives. Future initiatives are listed below and more details follow in the Project Plan, Procedures, Goals, Objectives, and Support section.

EVERY teacher impacts literacy, the crucial element for success.

- Readers workshop K-8
- Growing Readers K-3
- Writers workshop K-8
- Grade level reading and writing across the content 9-12
- Before, during, and after independent reading strategies across the curriculum K-12
- Written responses across the curriculum K-12
- Literacy interventions K-12
- Coherent assessment system including a screener, diagnostic, progress monitoring materials, and growth measure K-12 ELA

• **How to Identify Students for Interventions**

Students in Treutlen County are identified for remediation and acceleration interventions using the Measures of Academic Progress (MAP) assessment as a universal screener. Data are pulled for students scoring at the 35%ile and below for remediation and at the 95%ile and above for acceleration. MAP data for each student within these ranges is reviewed with current academic supports to determine next steps for the individual child.

We are working towards aligning current practices to set expectations in many of our programs. We have conducted several program audits with our superintendent to advance towards alignment. We've begun implementation of common formative standard-based assessments to help identify students who need strategic and intensive support. The implementation of the assessments has been supported by data focused PLCs lead by our superintendent to help teachers make the connection between data and instruction.

This application process has truly been beneficial for raising the awareness of district and school level administration, teachers, and community members of instructional needs within our district. Implementing diagnostic tools, progress monitoring, and aligned interventions is one of our areas of need identified in the root cause analysis. Eventually the following steps will be in place with fidelity in Treutlen County.

Appropriate next steps for students in the 35%ile and below may be tiered support, early intervention, remediation, or continued special education support. Students in need of tiered support, early intervention, or remediation, will be given a diagnostic assessment to determine their specific needs. Diagnostic results will be used to group students for instruction by academic need. Students growth will be progress monitored to determine if individual goals are met to exit the current intervention, move to the next goal area, or continue in the RTI process. There will also be processes in place to ensure that RTI placement is flexible and allows for students to enter and exit as needed.

For students in the 95%ile and above, the next steps may be content acceleration, gifted placement referral, or continuation in the gifted program. Students referred for gifted placement are given a formal evaluation for mental ability, achievement, creativity, and motivation. Then, appropriate steps are taken to meet the needs of the student.

Community and Family Engagement and Empowerment

Explore and implement varied methods of effective communication			
	Data	Need	Root Cause
Family & Community Engagement	K-12: The location of our schools is a barrier to parents attending meetings and/or parental involvement activities. This can result in lack of communication or miscommunication between schools and stakeholders.	Effective Communication	Processes and expectations varied among schools and stakeholders

Engaged Leadership

Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement			
	Data	Need	Root Cause
Effective Leadership	K-12: Areas of improvement are providing constructive data-based feedback , revising staffing schedules and assignments to maximize student learning opportunities, and offering increased professional growth opportunities.	Data driven decision making	Instructional decisions were made based on by external factors

Positive Learning Environment and Other Supports for the Whole Child and Well-Rounded Education

Provide equitable and innovative student services			
	Data	Need	Root Cause

	<p>K-12:Needs must be met by shifting mindsets to success thinking.</p> <p>K-12: Social and emotional needs of students dealing with severe poverty is a challenge</p>	<p>Access to services and support</p>	<p>High poverty rates require financial resources to support other needs</p>
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Professional Capacity

Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement			
Professional Capacity	Data	Need	Root Cause
	<p>K-12:Due to the size of our system and limited number of teachers in academic areas, our teachers have limited opportunities to collaborate with other teachers in their field.</p>	<p>Aligned and consistent professional learning</p>	<p>Professional learning was inconsistent or focused on multiple areas other than the intended implementation of the standards and/or developmentally appropriate practices</p>

Other Supports for the Whole Child and Well-Rounded Education

A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success (ascd.org, 2018). In every school in Treutlen County, we provide arts, music, health, and PE classes. We also offer options through CTAE for students to explore pathways. Each school has a counselor and a media center. With a strong literacy focus, we will be able to continue supporting the whole child through engaging community partners.

How were root causes determined?

Five Whys Analysis model was used to determine root causes of each prioritized need. The teams were trained with Leading A Team to Analyze Root Causes Using Quality Tools (GLISI, 2013). Aspects for root causes such as (1) it's logical (2) addresses a process, procedure, or organizational issue (3) is controllable (4) will meet the identified need or fix the problem, were discussed. Needs and priorities were established based on the methods outlined above in Step 1: Identify Needs.

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

Root causes from each team identified a need for student and community resources to promote literacy. Also found, was a need for increased community awareness and focused professional learning to increase understanding of how to effectively implement literacy resources through evidence-based strategies in the classroom and for children from birth through age 5. Our desire to implement balanced literacy in K-12 and increase language nutrition and community literacy encompasses all children from birth to grade 12. The needs assessment process and root cause analysis were eye-opening, especially to the Community Literacy Task Force. Identifying root causes took the seemingly insurmountable issue of community literacy and gave the team a starting point to begin to address the issues. Below is the overview of our L4GA plan that resulted from our literacy focused comprehensive needs assessment.

NEEDS ASSESSMENT PROCESS

● **Step 2: Select Interventions (L4GA Support)**

● **What assets exist?**

Treutlen County Schools has many assets that are available for students and parents. A more extensive list of community assets is in the first section of the application. Some system specific assets are listed below.

- Title I Parent Involvement Program
- Full leadership staff including Principal and Assistant Principal at each school

- School nurses and counselors at each school
- Fine arts offered
- School climate ratings 4 stars and above

Evidence-based interventions were chosen to address root causes from birth-12th grade. The L4GA grant would support these interventions and help Treutlen County reach the desired student outcomes for each need identified. This would ultimately result in improved literacy and allow us to prepare all students for success in life.

Birth – 5 years old

The varied survey responses, led us to conclude that there is a need for increased communication among all groups including the school system, Head Start, early child care providers, parents, and community members. Once we determined the intervention most needed for our community to impact children ages birth-5, the discussion of what should be communicated supported our desired outcomes. We will establish and communicate clear and consistent expectations that will be put in place to notify all of opportunities for literacy involvement within the community, professional learning for early caregivers and parent workshops, as well as to provide tips for effective literacy practices at home.

K-12

After determining root cause and desired student outcome, the district literacy team met to review possible interventions. The commonality between all teams was professional learning and resources. The district overall goal of implementing balanced literacy gave clarity and focus for researching professional learning approaches and appropriate resources to support implementation. Balanced literacy through readers and writers workshops was chosen to meet the needs of our learners because the model of instruction supports implementation of evidence-based practices for reading and writing development outlined in Literacy for Learning, Living, and Learning (Dooley, 2017).

L4GA Support:

- Provide a guaranteed viable curriculum
- Increase student engagement through school-wide evidence-based literacy instruction
- Implement a consistent literacy-based assessment system for PK-12 with focus on data driven decisions
- Advance literacy knowledge and practices of teachers to impact student understanding and growth
- Establish and communicate clear and consistent expectations
- Partnerships with the community to support a cohesive infrastructure for screening, detection, and services for all children and families
- Access to high-quality development and education opportunities for all children and families, including summer learning
- Increase community awareness and use of evidence-based strategies that promote early literacy and support children's growth and development

NEEDS ASSESSMENT PROCESS

- **Step 4: Plan Implementation**

Each literacy team wrote action steps for meeting the needs of their students based on the scope of L4GA. This gave accurate focus and expectation to evidence-based practices and helped to ensure alignment between all teams. While Treutlen County Schools is in need of funding from L4GA to supplement our literacy initiative, the actions each team wrote in their respective plans will be done in order to reach the desired student outcomes for growth and success. While each team does not yet have specific details in their plans, that step will happen during the summer as we review data, budget, and implementation.

Literacy Focused Strategic Plan					
Vision: Preparing all students for success in life					
Belief: EVERY teacher impacts literacy, which is the foundation for success.					
Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement					
	Data Source	Need	Root Cause	Desired Outcome	Implementation
Coherent Instruction	K-12: We have a challenge in curriculum alignment both vertically and horizontally.	Increase rigor and relevance with curriculum aligned to standards	Curriculum and teaching followed traditional methods in a changing world with standards that require more depth	A guaranteed and viable literacy curriculum	Readers Workshop (K-8 ELA) Writers Workshop (K-8 ELA) Growing Readers (K-3 ELA)
	K-12: Our greatest challenge has been providing consistent and effective Tier 1 instruction.	Increase student engagement in appropriate practices	Instructional strategies implemented based on teacher choice	Evidence-based literacy instruction and high-leverage practices	Before Reading Think, During Reading Pause, After Reading Comprehension Independent Reading Strategies (K-12 All Content) Written Responses for independent writing (K-12 All Content)
Effective Leadership	<p>B-5:An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active. (emerging)</p> <p>B-5: Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy. (emerging)</p> <p>K-12:Areas of improvement are providing constructive data-based feedback, revising staffing schedules and assignments to maximize student learning opportunities, and offering increased professional growth opportunities.</p>	Data driven decision making	Instructional decisions were made based on by external factors	Using coherent literacy-based assessments for data driven decisions	Assessment system with screener, diagnostic, progress monitoring, and growth measure (K-12 ELA) with focus on data driven decisions

Professional Capacity	K-12: Due to the size of our system and limited number of teachers in academic areas, our teachers have limited opportunities to collaborate with other teachers in their field.	Aligned and consistent professional learning	Professional learning was inconsistent or focused on multiple areas other than the intended implementation of the standards and/or developmentally appropriate practices	Advancing literacy knowledge and practices to impact student growth	Job embedded professional learning opportunities Participation in regional and state-wide literacy institute's and PL opportunities
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Provide equitable and innovative student services

	Data Source	Need	Root Cause	Desired Outcome	Implementation
Supportive Learning Environment	<p>K-12:Needs must be met by shifting mindsets to success thinking.</p> <p>K-12: Social and emotional needs of students dealing with severe poverty is a challenge</p>	Access to services and support	High poverty rates require financial resources to support other needs	Providing evidence-based interventions aligned to student needs	Literacy Interventions (K-12 ELA)
	<p>B-5:Children in our community, birth to age 5, have access to high quality literacy materials in both print and digital forms, fiction and nonfiction. (emerging)</p> <p>B-5:Parents of young children receive books and reading materials as well as training on how to support the development of literacy. (emerging)</p>				
	<p>B-5:GKIDS Readiness (emerging)</p> <p>B-5:All children in our community, whether enrolled in Pre-K, Head Start, child care centers, or receiving in-home care are prepared to start kindergarten. (emerging)</p>	Children prepared to start kindergarten	At home caregivers focused on meeting physical immediate needs	Increase awareness of strategies that promote early literacy	<p>Participate in existing community events to provide literacy resources</p> <p>Kindergarten Camp focused on pre-requisite skills</p>

Explore and implement varied methods of effective communication					
	Data Source	Need	Root Cause	Desired Outcome	Implementation
Family & Community Engagement	B-5: A plan is in place to connect families to schools and childcare entities. (emerging)	Effective Communication	Processes and expectations varied among schools and stakeholders	Establish and effectively communicate consistent expectations	Communication system for sharing information
	B-5: A plan is in place to ensure smooth transitions from one school or agency to another. (emerging)				
	K-12: The location of our schools is a barrier to parents attending meetings and/or parental involvement activities. Parents either work out of town due to limited job opportunities or have no means of transportation. Treutlen County currently has no public transportation available. This can result in lack of communication or miscommunication between schools and stakeholders.				

When our district literacy team and community task force were asked to share their thoughts about literacy and its meaning, various definitions were described. When asked what this would look like, here are some of the responses...

Students reading and writing in every class; teachers talking about reading strategies, kids making a connection with text and feeling compelled to write their thoughts; reading and writing in math, art, and science; kids with books in their hands; teachers reading stories to kids; students using devices to access literature and compose opinion pieces; small group instruction; a science teacher asking students to annotate text; students sitting on a rug brainstorming topics for writing; anchor charts plastering classroom walls; student stories and illustrations spanning the hallways...

These images spring boarded the conversations of what we truly wanted to accomplish as a literacy team. While we had the data and root causes to inform us of the needs, we had to decide how to meet those needs. After much discussion and consideration of what seemed like thousands of factors, the vision shared above (along with our root causes—see section 3) became our focus.

In Treutlen County Schools, we believe that everyone impacts literacy, which is the foundation for success. We want to create a literacy focus throughout our community through discussion, information, materials, and resources. Literacy will become our focus through:

- Implementing a guaranteed and viable literacy curriculum
- Focusing on evidence-based literacy instruction and high-leverage practices
- Using coherent literacy-based assessments for data driven decisions
- Advancing literacy knowledge and practices to impact student growth
- Providing evidence-based interventions aligned to student needs
- Increasing awareness of strategies that promote early literacy
- Establishing and effectively communicating consistent expectations

As we develop a literacy-centered focus, we will meet our goal of increasing the number of proficient learners. "A dream becomes a goal when action is taken toward its achievement" (Bo Bennett). Our district literacy action plan follows.

Treutlen County Literacy Action Plan				
Vision: Preparing all students for success in life				
Belief: EVERY teacher impacts literacy, which is the foundation for success.				
Goal: Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement				
Focus: Implementing a guaranteed and viable literacy curriculum				
Implementation	Action Items	Measures	Resources	Outcome
Readers Workshop (K-8 ELA) (Dooley, 2017) Writers Workshop (K-8 ELA) (Dooley, 2017) Growing Readers (K-3 ELA)	<ul style="list-style-type: none"> • Identify and implement essential components of lesson development (Chappius, 2009) • Revise/develop curriculum maps and identify priority standards for all content areas (How, p. 21) • Ensure district curriculum alignment (vertical and horizontal) opportunities for all content (Chappius, 2009) • Develop instructional resource guides (Chappius, 2009) 	<u>GA Milestones</u> Percentage of students scoring: <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <u>Measures of Academic Progress Percentage</u> Percentage of students scoring: <ul style="list-style-type: none"> • 75th NPR on NWEA MAP 	<ul style="list-style-type: none"> • Leveled readers • Classroom libraries • Reading record assessment kits • Document cameras • Devices • Explicit phonics instructional resources (tag board, sentence strips, magnetic letters, letter sound cards, etc.) • Supplies (chart paper, dry erase markers, student 	Students will receive an evidence-based curriculum consistent with the science of reading that will ensure adequate delivery of the Georgia Standards of Excellence. (Project Purpose)

	<ul style="list-style-type: none"> • Implement 90 minute ELA block (Project plan) • Implement 2 hours of literacy instruction through the day (Project plan) 	<p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> • Percentage of students scoring at expected instructional reading level for grades K-3 	<p>white boards, student book bags, journals, etc.)</p>	
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Focus: Evidence-based literacy instruction and high-leverage practices

Implementation	Action Items	Measures	Resources	Outcome
<p>Reading and Writing Across the Content (9-12 All Content) (WWC, Adolescent Lit)</p> <p>Before Reading Think, During Reading Pause, After Reading Comprehension Independent Reading Strategies (K-12 All Content)</p>	<ul style="list-style-type: none"> • Develop a plan to integrate literacy skill and strategies across the curriculum (How, p. 11) • Provide professional learning on high-leverage practices for all co-teaching teams • Implement a comprehensive reading and writing framework to ensure literacy strategies across all content areas (How, p. 21) • Utilize all staff to promote literacy instruction (How, p. 14) • Individual teachers share at each board meeting/faculty meeting/school websites a new literacy strategy they've implemented (How, p. 9) • Peer observation of literacy strategies (WWC, Using Student Data) 	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> • Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> • Mentor text • PL books • resources and materials (chart paper, paper, notebooks, sentence strips, writing tools, etc.) 	<p>Students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program (e.g., dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, explicit vocabulary instruction) using a variety of engaging, high-quality texts. (Project Purpose)</p> <p>Students will receive evidence-based instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing) within content area courses to support disciplinary literacy using evidence-based delivery models as well as robust, engaging text. (Project Purpose)</p>

Focus: Coherent literacy-based assessments for data driven decisions

Implementation	Action Items	Measures	Resources	Outcome
<p>Assessment system with screener, diagnostic, progress monitoring, and growth measure (K-12 ELA)</p>	<ul style="list-style-type: none"> • Implement professional learning communities (How, p.19) • Develop common formative assessments to inform instruction through the PLC process (How, p. 19) 	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth 	<ul style="list-style-type: none"> • Reding Inventory Assessment • DIBELS • PALS • PPV-T • Reading Records 	<p>Teachers and leaders will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. (Project Purpose)</p>

	<p>See Assessment Data Analysis Plan, section 5 for further details.</p>	<ul style="list-style-type: none"> Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 		
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Focus: Advance literacy knowledge and practices to impact student growth

Implementation	Action Items	Measures	Resources	Outcome
<p>Job embedded professional learning opportunities</p> <p>Participation in regional and state-wide literacy institute's and PL opportunities</p>	<ul style="list-style-type: none"> Provide professional learning for teachers and leaders that strengthen their knowledge and understanding of content (How, p. 21) <p>See Professional Learning Plan, section 6 for details</p>	<ul style="list-style-type: none"> Increase the number of staff participating in job-embedded professional learning Increase effectiveness of professional learning as evidenced through positive student outcomes Implement credentialing process for professional learning 	<ul style="list-style-type: none"> Fidelity monitoring process Professional learning books for teachers Supplies (chart paper, markers, sticky notes, index cards, etc.) Online PL platform for posting and discussion 	<p>Teachers will engage in high-quality professional learning to build their competence in evidence-based practices in literacy instruction, delivery of content, and peer support. (Project Purpose)</p> <p>School leadership teams will engage in high-quality professional learning to build their competence in evidence-based practices for literacy instruction and evaluation of instructional performance. (Project Purpose)</p>

Provide equitable and innovative student services

Focus: Provide evidence-based interventions aligned to student needs and support the whole child

Implementation	Action Items	Measures	Resources	Outcome
<p>Literacy Interventions (K-12 ELA)</p>	<ul style="list-style-type: none"> Focus on identifying student areas of need (WWC, Using Student Data) Align and implement intervention to student needs (How, p.15a) Identify progress monitoring tools and 	<ul style="list-style-type: none"> Student progress in interventions 	<ul style="list-style-type: none"> Intervention program Data monitoring process Intervention identification process RTI meeting procedures 	<p>Interventions aligned to student needs</p>

	<p>other and effective practices for implementation (WWC, Using Student Data)</p> <ul style="list-style-type: none"> • Identify and support struggling students through a student-centered support process at each school (WWC, Using Student Data) • Implement personalized learning paths for students in specialized environments (WWC, Using Student Data) 			
<p>Parent workshops and distribution of literacy information</p>	<ul style="list-style-type: none"> • Invite community to participate in family literacy events at each school (How, p. 9) • Provide resources during local community events already established (How, p.9) • Students and families receive books, resources, and opportunities to advance early literacy development (How, p. 9) 	<ul style="list-style-type: none"> • Increase community awareness and use of evidence-based strategies that promote early literacy and support children's growth and development 	<ul style="list-style-type: none"> • Books for at home reading with children and family (English and Bilingual) • WWC guide for parent engagement • Supplies (chart paper, invitations, markers, book bags, etc.) • Communication system for notifications 	<p>Students will have access to high-quality materials in both print and digital form, fiction and non-fiction, that support the Georgia Standards of Excellence in all content areas. (Project Purpose)</p>
<p>Kindergarten Camp focused on pre-requisite skills</p>	<ul style="list-style-type: none"> • Train teachers to facilitate foundational literacy skills • Review GKIDS Readiness data as a factor for planning to meet needs of children • Distribute information to increase interest and find participants (How, p. 9) • Establish criteria for enrollment • Secure additional resources for other 	<ul style="list-style-type: none"> • Participation and community response • GKIDS Readiness data comparison of attending students and non-attending students 	<ul style="list-style-type: none"> • Resources for support of early literacy strategies • Pre/post measure for growth and understanding 	<p>Students receive support for a foundation of success by starting kindergarten ready to learn</p>

	needed services (SLP, nutrition, etc.)			
Focus: Increasing awareness of strategies that promote early literacy				
Implementation	Action Items	Measures	Resources	Outcome
Participate in existing community events to provide literacy resources	<ul style="list-style-type: none"> Participate in existing community events to provide literacy resources (How, p. 9) Include caregivers on the community literacy task force (How, p. 9) Provide opportunities for parent and community workshops (How, p. 9) Invite community childcare caregivers to professional learning opportunities (How, p. 9) 	<ul style="list-style-type: none"> Participation data Parent surveys and feedback Community Literacy Task 	<ul style="list-style-type: none"> Literacy motivation materials Informational brochures and pamphlets Books for at home reading Digital subscription for online reading materials Communication system for notification 	<p>School leadership teams will demonstrate commitment to literacy by convening partners (teachers, community organizations, families, students) to focus on literacy-related services and activities together. (Project Purpose)</p> <p>Community partners will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, youth, and children. (Project Purpose)</p>
Explore and implement varied methods of effective communication				
Focus: Establish and effectively communicate consistent expectations				
Implementation	Action Items	Measures	Resources	Outcome
Communication system for sharing information	<ul style="list-style-type: none"> Communication perception surveys Assess current analytics of existing electronic tools used for communication <ul style="list-style-type: none"> Website Infinite Campus One Call Now Google Use texting and notification services to promote school and community literacy events (How, p. 9) Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Twitter, Facebook, district and school websites (How, p. 9) 	<ul style="list-style-type: none"> Assess current state of stakeholder communication Establish district guidelines for social media and other electronic forms of communication Online response rate and feedback 	<ul style="list-style-type: none"> Call out system Online notification system Text system Social media accounts Online PL system 	<p>Teachers will engage with local community partners to support literacy-related activities and communications for families, youth, and children. (Project Purpose)</p>

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

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

LEA name

Treutlen County Schools

Feeder System

Two public schools in our district establish the feeder pattern for Treutlen County Schools; Treutlen County Elementary (PK-5) and Treutlen Middle/High (6-12). Both schools as well as our HeadStart program will be included in the L4GA Grant.

Community Served by Treutlen County Schools

The Treutlen County School System serves all children in Treutlen County, including those living in the City of Soperton, the towns of Lothair, Zaidee, and Gillis Springs, and all areas in between. Treutlen is a small rural county of 201 square miles located between the cities of Macon and Savannah. Established in 1918 from portions of Emanuel and Montgomery counties, it is one of Georgia's youngest counties (Cooksey, 2019). Treutlen County has a strong heritage in forestry and the lumber industry. The City of Soperton, the county seat and the only incorporated municipality in the county, is known as "The Million Pines City." This distinction is celebrated annually with the Million Pines Arts and Crafts Festival, which has the reputation of being Southeast Georgia's largest and finest arts and crafts festival (Treutlen County-City of Soperton, 2016).

In Treutlen County the local school system is the focal point for day-to-day activities. It's evident in the town newspaper articles, local businesses, and on social media posted by the school system and community members. It's not uncommon to see "Go Vikings!" on store fronts, signs, and cars throughout Treutlen County. Parents, grandparents, former students, and community members and business owners attend school events and support school initiatives.

The residents of Treutlen County welcome growth to the community and support local initiatives. Within the city and county leadership, as well as the school system leadership, there have been many changes over the last 2 years. In addition to a new superintendent and the assistant superintendent of curriculum and federal programs is new to Treutlen County. Fresh leadership for the district has given a literacy focus to the school system, growth to the community, and provided an opportunity for the school system to enhance existing community partnerships and build new ones.

Literacy for learning, living, and leading is not just a need for Georgia, but for Treutlen County. Upon review of school district data, reading and writing instruction in pre-k through 12th grade and across all content areas must move front and center to engage, equip, and inspire all for success in life. Our school system's efforts must have support at home and within the community to address the needs of the whole child so that literacy skills can improve.

The funding from L4GA will support the implementation of balanced literacy in Treutlen County Schools by unifying community-driven action with evidence-based instruction. The initiatives outlined in the following plan will be put in place whether funded through L4GA or not. The focus on literacy for our students and our future students is what is needed, what is best, and what will occur to meet the needs of our students and our community.

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

- **Identification of all LEA-Partnership partners, including early childhood service providers**

LEA-Partnerships

Organization	Role in L4GA	Contact Person	Title
Treutlen County Schools	<ul style="list-style-type: none"> ● Applicant and Grant Manager ● Implement a district level literacy plan and support the school level literacy plans ● Work with all partners to fulfill roles and expectations outlined in the L4GA Project Purpose and Goals ● Create and maintain an active district literacy team to disaggregate, discuss, and plan using student literacy data ● Monitor and update goals objectives outlined in the district and school literacy plans ● Align district improvement planning with the district literacy plan 	Jameson Travick	Assistant Superintendent

	<ul style="list-style-type: none"> ● Create and maintain the Community Literacy Task Force to provide insight and direction as well as support evidence-based initiatives to meet the literacy needs of the community ● Support planning and implementation of family and community literacy centered events and distribution of resources ● Increase community awareness of birth-5 early learning strategies and their impact ● Participate in and lead professional learning opportunities appropriate to the needs of all children 		
Treutlen County Elementary	<ul style="list-style-type: none"> ● Implement a school-level literacy plan and support the district level literacy plan ● Work with the district to fulfill the roles and expectations outlined in the L4GA Project Purpose and Goals ● Create and maintain an active school literacy team to disaggregate, discuss, and plan using student literacy data ● Monitor and update the goals objectives outlined in the school and district literacy plans ● Align school improvement planning with the district literacy plan 	Donald Reeves	Principal
Treutlen County Middle/High		Forrest Edge	Principal
Treutlen Head Start	<ul style="list-style-type: none"> ● Serve as a representative on the Community Literacy Task Force to provide insight and direction as well as support evidence-based initiatives to meet the literacy needs of the community ● Work with the district to fulfill roles and expectations outlined in the L4GA Project Purpose and Goals ● Support Treutlen County Schools through encouragement of family participation in literacy centered events and distribution of resources ● Increase community awareness of birth-5 early learning strategies and their impact ● Participate in applicable professional learning opportunities as needed to help ensure that students enrolled are prepared for enrollment in school 	Jessica Durden	Director
Guiding Light Child Care Center		Nora Blair	Owner
The Learning Bug Academy		Leigh Ann Grinstead	Owner
Licensed Family Child Care Learning Home		Cynthia Horne	Director
		Levarn Wiggins	Director
Retired Teachers of Treutlen County	<ul style="list-style-type: none"> ● Serve as a representative on the Community Literacy Task Force to provide insight and direction as well as support evidence-based initiatives to meet the literacy needs of the community ● Work with the district to fulfill roles and expectations for the community outlined in the L4GA Project Purpose and Goals ● Support Treutlen County Schools through encouragement of family participation in literacy centered events and distribution of resources ● Increase community awareness of birth-5 early learning strategies and their impact ● Reinforce the importance of literacy within the community when working with all community members in Treutlen County 	Ingrid Truett	Director
Treutlen County Library		Mary Carter	Retired Teacher
Tri-County Family Connection		Jeannie Rogers	Director
Treutlen County Victim Assistance Program		Kristy Bennett	Director
Soperton-Treutlen County Chamber of Commerce		Jennifer Edge	Director
Treutlen County Development Authority		Deborah Ferrare	Member
Heart of Georgia RESA	<ul style="list-style-type: none"> ● Serve as a representative on the Community Literacy Task Force to provide insight and direction as well as support evidence-based initiatives to meet the literacy needs of the community ● Work with the district to fulfill roles and expectations for the community outlined in the L4GA Project Purpose and Goals ● Support Treutlen County Schools through guidance in strategy implementation and professional learning efforts 	Robbie Tucker	Director
		Connie Howell	RESA School Improvement Specialist/ Language Arts

	<ul style="list-style-type: none"> Work with Treutlen County Schools to provide support for new teacher induction aligned to the objectives outlined in the district literacy plan 		
P-20	<ul style="list-style-type: none"> Work to provide a quality teacher candidate pool for new hires for Treutlen County Schools for development of professional capacity Support Treutlen County Schools through guidance in literacy strategy implementation and professional learning efforts 		RESA Professional Learning Specialist

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

- Brief Description of the Feeder System Identified and History of the L4GA LEA-Partnership**

Description of the Feeder System

Treutlen County is home to one public school system enrolling just over 1,100 students grades PK – 12. The elementary and middle/high school campuses are within one complex. The complex also houses the district’s Pre-K program. The newly constructed campus opened within the last five years.

Performance Snapshot							
School	Grades	Academic Growth	Progress	Content Mastery	Literacy	Attendance	CCRPI
Treutlen Elementary	PK-5	12%	56.7	53.2	41%	80%	54.9
Treutlen Middle/High	6-8	39%	66.1	51.5	42%	78%	51.5
Treutlen Middle/High	9-12	65%	86.1	72.7	60%	80%	72.7
District	PK-12	24%					58.8

(GaDOE: CCRPI, 2019; GeorgiaGov, 2018)

Treutlen County Schools is proud to boast a graduation rate increase from 78.3% in 2017 to 83.5% in 2019, which is above the state average. Our high school dual enrollment rate has grown by over fifteen percent from 2018 to 2019 to 87.61%. Post-high school education is easily within reach of Treutlen County residents with several technical colleges, university system programs, and private colleges in driving distance. Southeastern Technical College is in Vidalia with Oconee Fall Line in Dublin; four university system campuses are near the county with East Georgia College in Swainsboro, a campus of Middle Georgia State College, Georgia Southern University, and Georgia Southwestern University in Dublin; and private schools, Brewton-Parker College in Mt.Vernon and Troy University with offices in Dublin and Vidalia (Treutlen County-Soperton Development Authority, 2019). Our location provides multiple opportunities for students to participate in dual enrollment and transition to higher education after high school graduation. In 2018, our college enrollment rate for high school graduates was 64% (GeorgiaGov, 2018).

Treutlen County Schools is a Title I district. This school year, 2019-2020, Treutlen Elementary is designated as a Promise School due to a three-year CCRPI average ranking in the lowest 5%-10% of Title I schools in Georgia. Treutlen Middle/High middle school grade band is on the TSI Schools list due to the students with disabilities subgroup ranking in the lowest 5% of all schools in content mastery criteria and closing gaps criteria. Both schools receive a Title I School Improvement Allocation Grant for this school year. We welcome the ongoing collaboration with the GaDOE to assist in establishing and maintaining a focus on continuous improvement. The professional learning and coaching opportunities provided by the district and school effectiveness specialist will align with our literacy efforts across the district and bring a needed sense of urgency to meet the needs of our students.

Treutlen County Schools Population							
School	Grade s	Enrollmen t	Black	White	Hispanic	Multi-Racial	Other
Treutlen Elementary	PK-5	579	38.7%	53%	4%	4.3%	-
Treutlen Middle/High	6-8	250	40.4%	52%	1.6%	4.8%	1.2%
Treutlen Middle/High	9-12	298	37.6%	59.4%	0.7%	2%	0.3%
District	PK-12	1,127	38.8%	54.5%	2.5%	3.8%	0.4%

(GaDOE: CCRPI, 2019)

Treutlen County Schools Demographics							
School	Grades	Enrollment	SWD	Gifted	ELL	Migrant	Retained (2018-2019)
Treutlen Elementary	PK-5	579	18%	6.9%	0.9%	0%	1.9%
Treutlen Middle/High	6-8	250	11.6%	9.2%	0.8%	0%	6.3%
Treutlen Middle/High	9-12	298	9.7%	8.7%	-	0%	3.9%
District	PK-12	1,127	14.5%	7.8%	0.6%	0%	4.03%

(GaDOE: CCRPI, 2019)

History of the L4GA LEA-Partnership

Treutlen County Schools is a small district with on main new face in leadership at the district and school levels, our Superintendent. The energy and focus on literacy stemming from our new leader has provided the entire district with a common goal identified by the district comprehensive needs assessment of increasing Lexile levels. This goal aligns with priority 1 of the L4GA grant, which is to improve comprehensive literacy learning (L4GA 2019 Project Narrative, p. 1).

Treutlen County will work towards this goal through an initial focus on professional learning for evidence-based practices in reading instruction and moving to readers and writers workshops to ensure a comprehensive literacy block is provided daily in Pre-K through 5th grades. In grades 6-12, the focus of professional learning will begin with evidence-based writing practices in ELA classrooms and expand to full implementation of writers workshop and effective literacy instruction across the curriculum.

Balanced literacy will be our district-wide focus in each school and every classroom. We look forward to seeing our students' excitement for reading grow as their confidence and knowledge increases. Our teachers will become comfortable with evidence-based literacy instruction centered on strategies and skills that fit within the framework of readers and writers workshops. This will result in our students receiving instruction and needed support at their instructional and independent levels. Not only will our students and teachers grow, but leadership capacity will also increase. Amid the embrace of a focus on literacy as well as resistance to change by some, ongoing professional learning by all, and incessant day-to-day school operations, a shift in school culture and mindset will occur. The empowerment of setting the overarching common goal of improving Lexile levels is invigorating, yet daunting. The feelings of pride and accomplishment as we achieve short-term goals along the way will make every step worth it. This is the vision that our school and district literacy teams have for Treutlen County Schools.

Throughout Treutlen County and the City of Soperton, we will invite parents and young children to workshops and information sessions to establish a shared language and understanding of the conditions essential to improve childhood literacy. Books and reading materials will be placed in the hands of young children and their parents to help build a strong foundation for literacy and learning. Together with our community partners, we will provide information and resources promoting literacy within the home. We will establish a summer program focused on school readiness for boys and girls entering into kindergarten.

Treutlen County Schools has not previously received L4GA or Striving Readers funding in the past. Funding through this grant opportunity would support our initiatives that directly align with Georgia's state plan to improve literacy learning by establishing partnerships that utilize evidence-based practices (EBP) with proven success for improving student learning, teacher learning, classroom literacy instruction (birth to grade 12), school climate, family literacy and community-school partnerships. The funding from L4GA will provide the initial curriculum resources and professional learning necessary for students and teachers. It will also spotlight the literacy initiatives within our school system to bring community awareness and support services for children, youth, and families with literacy-related activities and communications.

After the initial implementation of balanced literacy and community awareness strategies, sustainability will occur through building the capacity within our teachers and school leadership as well as parents, caregivers, and community leaders. Other funding sources such as Title I, Title II, SPLOST, and general funds will sustain expenses related to maintaining implementation. Also, our community partnerships are committed to providing resources to help maintain further literacy efforts. Through our needs assessment, we've identified our overarching needs that best address the root causes.

Local Community Assets

Resource	Support Provided for Families and Children		
Treutlen County DFCS	Prioritize the safety of children, strengthen families toward independence, build stronger communities with caring effective and responsive service; Foster Care & Adoption Services for Children; SNAP (Supplemental Nutrition Assistance Program); TANF (Temporary Assistance for Needy Families)	Government Agency	
Babies Can't Wait	Provides special needs kids services in OT/PT and speech therapy		
Treutlen County Fire Department	Protect life and property of citizens, community fire and safety education, mitigation of fire, medical, and other emergency problems	Public Safety	
Law Enforcement (Police & Sheriff's Department)	Safety of all citizens		
Treutlen County Health Department	Medical care at a reduced or free rate	Medical Entity	
Treutlen Summer Feed-a-Kid Program	Summer Feeding program for youth	Non-Profit Organization	
Tri-County Family Connections	Back to School resource and health fair Christmas drives for head start students and nursing home residents Life Skills classes for middle school students Boys to Men mentoring program GLOW (Girls Leading Our World) mentoring program TCFC Scholarship Summer Enrichment camp Georgia Milestones Prep Sessions community resource & outreach		
Treutlen County Public Library	Free books for checkout, free wi-fi access, programs and clubs focused on youth, computer classes		
Treutlen County Victim Assistance Program	Provides safety plans, resources and referrals for additional services to domestic violence victims. These services assist the children in Treutlen County in having safe and violence free homes. Further assisting parents in having a safe environment to assist their children in learning and how to live in a violence free home.		
Retired Teachers of Treutlen County	Provide support and mentoring to new teachers throughout the district. They also volunteer in the schools and at many community events.		
Concerned Citizens of Treutlen County	Free school supplies - book bags for students, Christmas gifts, Toys for needy children, canned food collection and distribution; Job Source information		
Blackville Church of God	Provide for the needy and provide buildings as an evacuation site during hurricanes; Christmas toys to tots; coats for the homeless; Athletic Chaplain - 5th Quarter after the ball games; Provide meals for athletic teams at the school; Provide a meal for law enforcement officers in the community; Bags and treats at the local nursing home; Prison Ministry to inmates; Promise of Hope Encouragement to ladies overcoming drug addiction		Religious/Spiritual Organization
Mt. Zion Baptist Church	Free wellness screenings, free clothing, free food, and school supplies for the community; Free weekly snacks for children/students; Christmas gifts for students; Free toiletry items and fruit baskets for Nursing home patients and residents of the Cauley House (Assisted living Center); Scholarships for college students		
Mt. Olive Church of Soperton	Backpack for Buddies (Food Program)		
Treutlen County Chamber of Commerce	Focus on community growth that provides new businesses and job opportunities, support a growing tax base, created from new revenues, driven by growth.	Business	

Get Georgia Reading

Yes, Treutlen County is an established Get Georgia Reading Community.

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

- **Population Demographics of the Community**

Population Demographics

	Treutlen County	Treutlen County Schools	Georgia
Total Population	6,809	1,127	10,617,423
White	66.4%	54.5%	60.5%
Black	31.7%	38.8%	32.4%
Multi-Racial	1.1%	3.8%	2.2%
Other Races	0.8%	2.9%	4.9%
Persons under 5 years	5.9%		6.2%
Persons under age 18	16.8%		17.6%
Persons 18 years and older	58.9%		62.3%
Persons 65 years and older	18.4%		13.9%
High School Graduate or Higher	74.5%		86.7%
Bachelor's degree or higher	13.6%		30.7%
GED graduates (FY17)	19		10,029
Total Households	2,641		3,709,488
Median income	\$37,606		\$55,679
Unemployment	51%		4.7%
Children whose parents lack secure employment	5%		8.3%
Overall Poverty Rate	26.3%		14.3%
Children in Poverty	34.1%	100% Economically Disadvantaged	21.5%
Households with Children Receiving Food Stamps	17.7%		8.6%
Children Not Attending Preschool (ages 3-4)	55.1%		50.1%

(GaDOE: CCRPI, 2019; Kids Count Data Center, 2018; United States Census Bureau, 2019)

The basic population demographics for Treutlen County closely mirror those of the State of Georgia with the exception of other races. There are few ethnic groups such as Asian, American Indian, or Latino living in Treutlen County or enrolled in Treutlen County Schools. The demographics within the school system differ from those of the general population of Treutlen County. The percentage of black students, students of two or more races, and other races are at a higher percentage in the schools than in the community. Only the percentage of white students is less in the schools than in the community or in the State of Georgia.

Another interesting comparison is between the age of Treutlen County residents and the enrollment of students in Treutlen County Schools. According to the US Census Population Estimates (2019), 16.8% of residents in Treutlen County are between the ages of 5-18. This would deductively equate to approximately 1,144 school age children in Treutlen County. Treutlen County Schools has 1,127 students, including approximately 66 Pre-K students (4-year-olds), who were not included in the total 1,144 count. The total student enrollment for ages 5-18 is 1,061. That is only a difference of 83 students. This small discrepancy shows that 97% of children in Treutlen County attend Treutlen County Schools. The community supports the school system and the efforts put forth to by the system to help their children.

As stated above, Treutlen County demographics are much like those for Georgia, but in other areas such as level of education, income, unemployment, and children living in poverty the statistics for Treutlen County are very different. There are 12% fewer people in Treutlen who are high school graduates and an alarming 17% fewer residents with bachelor's degrees or higher. The median income for Treutlen County is \$18,073 less than the median income for the total population of the State of Georgia.

There is a 12.6% higher rate of children living in poverty with 9.1% more households receiving food stamps in Treutlen County than the overall percentages in Georgia. As stated in the Literacy for Learning, Living, and Leading publication, Georgia's literacy outcomes are significantly correlated to poverty ($r^2 = .674$) (GaDoE, 2017). Treutlen County Schools will use evidence-based practices to address the complexity of literacy and meet the needs of the community.

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

- **Climate Ratings for Each School Involved in the Proposed Partnership and/or Status of Implementation of PBIS**

Climate Ratings for Each School

School	2019 Climate Star Rating
Treutlen County Elementary School	4 stars
Treutlen County Middle School	5 stars
Treutlen County High School	5 stars

(GaDOE, 2019)

PBIS Implementation

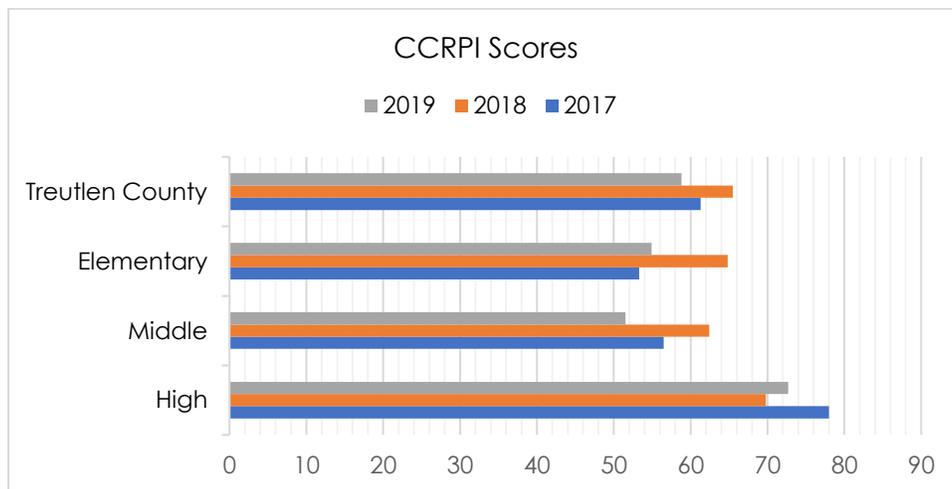
Treutlen County School System has an Active status of PBIS implementation for all K-12 schools. Through PBIS implementation, students across Treutlen are reminded daily of the importance of being “Ready, Responsible, and Respectful.” Also, both the current public strategic plan contains both PBIS and School Climate language to support the focus and efforts of maintaining positive behavior and a positive school climate.

ABSOLUTE PRIORITIES FOR L4GA SUB-GRANTS:

- **Student Literacy/ELA Outcomes of the Feeder System**

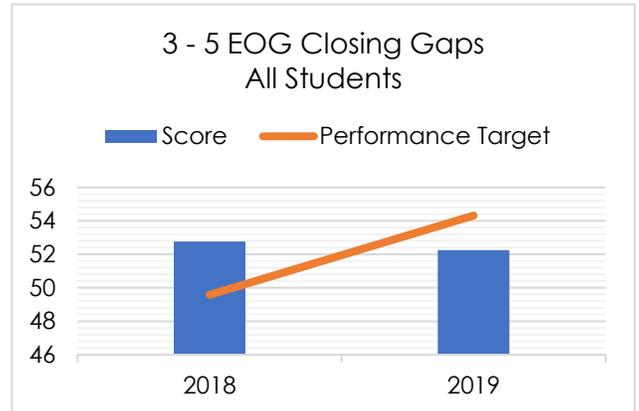
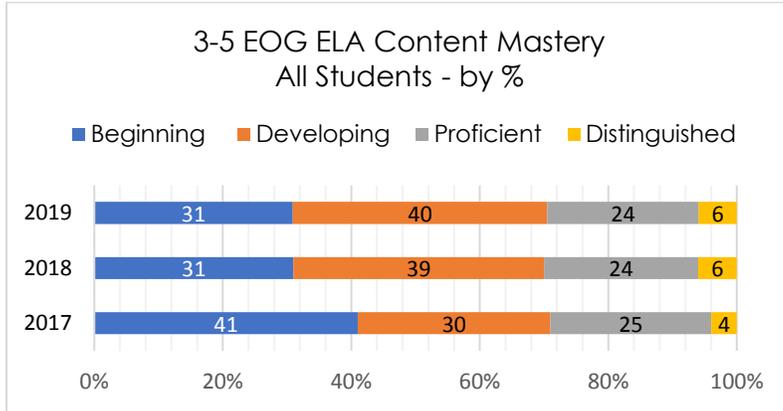
Literacy/ELA Outcomes

There has been fluctuation among our CCRPI scores from 2017-2019. As the specific criteria for the categories has been adjusted, our scores have shown improvement and decline. At the district level, 2018 brought our highest CCRPI score, followed by our lowest in 2019. The same pattern was true for the middle school. Our elementary school and high school had different data trends. For the district overall and all schools, except our high school, our 2019 CCRPI score resulted in a decline.



The student population in Treutlen County Schools is 100% economically disadvantaged. The ED subgroup for each school meets the nominal value; however, it gives the same information as our total student population, therefore it is not reported below. Individual schools meet the nominal subgroup values for black students and white students at each school. Also, the elementary and middle population include the subgroup data for students with disabilities (SWD) from 2017-2019. The high school only has SWD as a reported subgroup for 2019. Patterns found in data collection and analysis showed low Lexile levels across grades 3-12 based on EOCs, EOG, and local Measures of Academic Progress data for fall and winter testing.

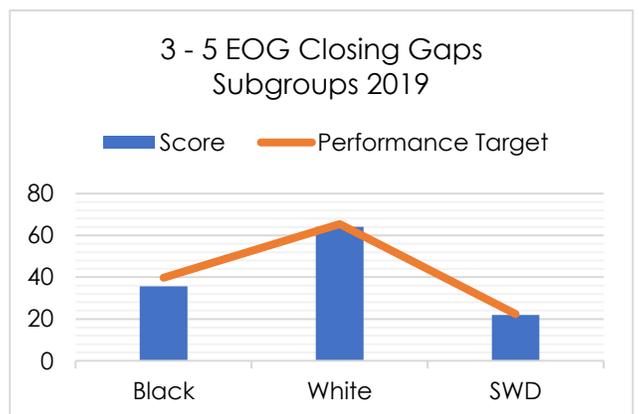
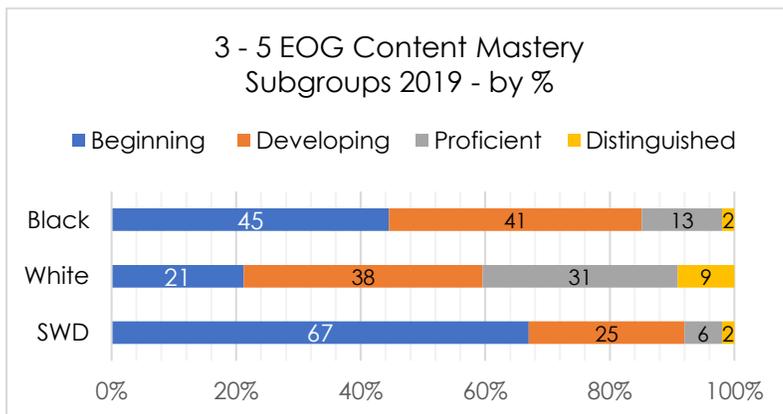
3rd – 5th Grades Georgia Milestones Results



End of Grade English Language Arts test results in 2019 for grades 3-5 show 70.5% of students score as beginning and developing learners. Only 29.5% of students scored proficient and above in ELA. A 3-year trend reflects a consistent percentage of each classification of learner. Only slight shifts have occurred since 2017. In 2018, learners did make growth and meet the intended performance target. In 2019, due to little student growth and an increasing target, the improvement target was not met.

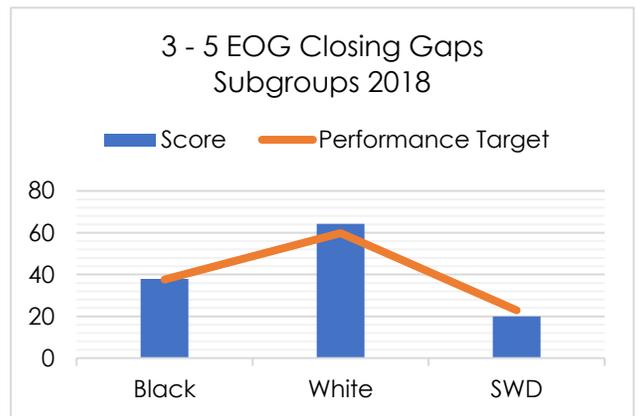
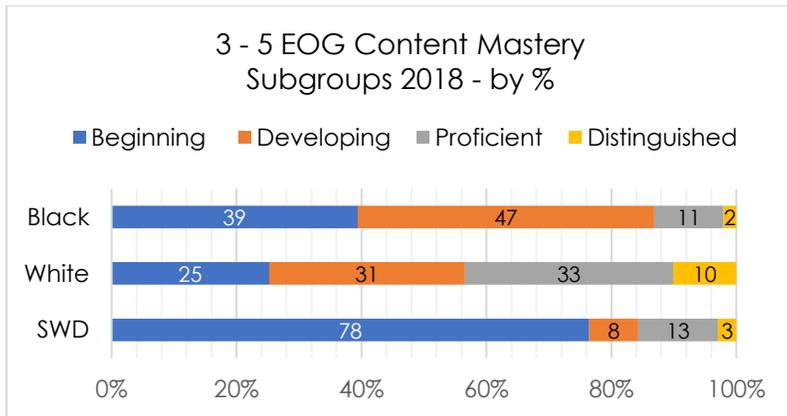
	Remediate Learning					
	2017		2018		2019	
	Reading & Vocabulary	Writing & Language	Reading & Vocabulary	Writing & Language	Reading & Vocabulary	Writing & Language
Grade 3	72	70	64	62	67	60
Grade 4	59	66	63	73	58	68
Grade 5	67	82	67	72	70	74

Stagnant scores also reflect a high need to remediate learning. For 3rd grade, remediation is shown as a consistent need in the reading and vocabulary domain. Fourth and fifth grades show a trend for remediation in the writing and language domains. This data illustrates the need for focused writing support throughout the district, eventually leading to complete implementation of the writers workshop model in all classroom in grades 6-12.



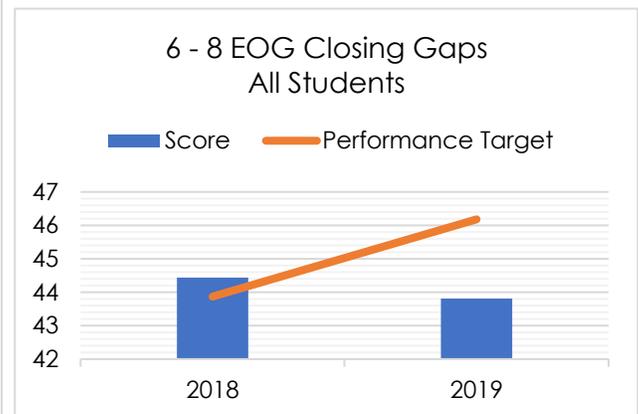
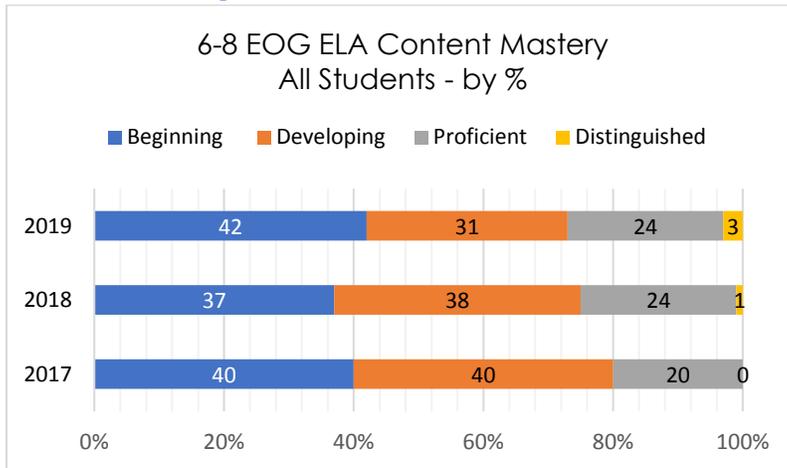
A disaggregation of student data in 2019 by subgroup reveals that students with disabilities have the greatest percentage of students scoring at the beginning and developing learner stages and the black subgroup closely followed. White students have the greatest percentage of students scoring at proficient and distinguished levels. Over twice as many students in the white subgroup as the black subgroup (40% and 15% respectively) scored proficient and above. Over five times as many in the white subgroup and twice as many students in the black subgroup were proficient and above in comparison to SWD (white = 40%, black = 15%, SWD = 8%). Even though white students scored higher, no subgroup met

their improvement target for 2019. The discrepancy in subgroup scores will be one of the areas addressed in when root cause is discussed in section 3.

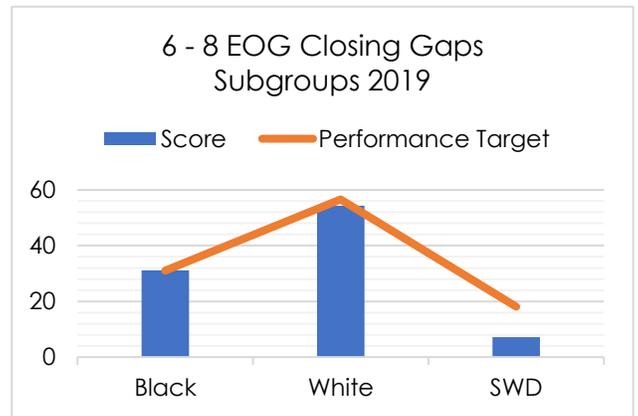
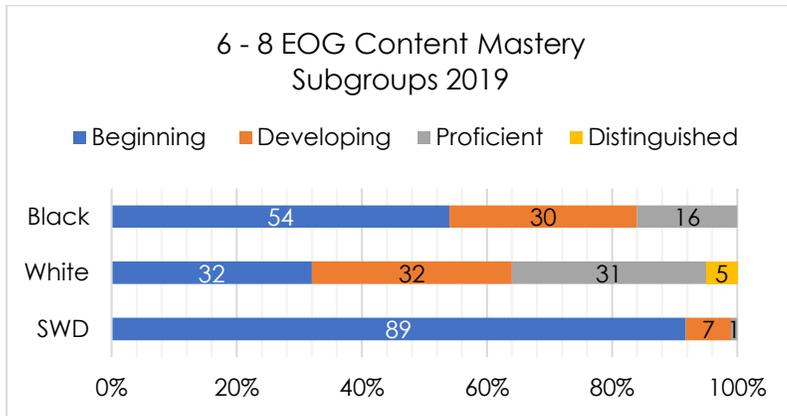


Student data from 2018 End-of-Grade assessments showed similar subgroup results. The SWD and black subgroups had a greater percentage of students scoring in the beginning and developing categories (86% for both groups). The white subgroup had the highest percentage of students at proficient and distinguished levels (43%). The subgroup discrepancy between the black and white subgroups non-proficient and proficient was larger in 2018; 30% gap in 2018 and 25% gap in 2019. The subgroup discrepancy between the SWD and white was less in 2018; 27% gap in 2018 and 32% gap in 2019. Both the black and white subgroups made growth and met the improvement targets, but SWD did not.

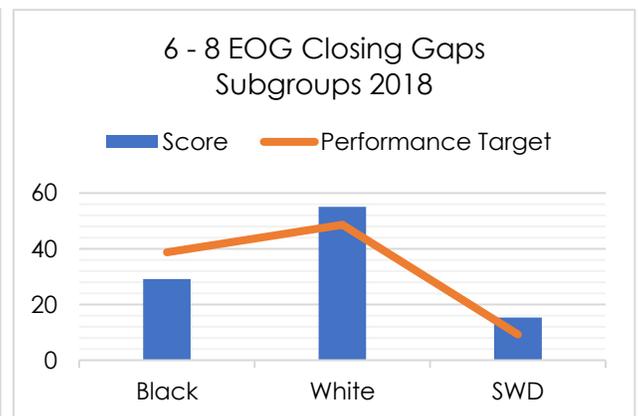
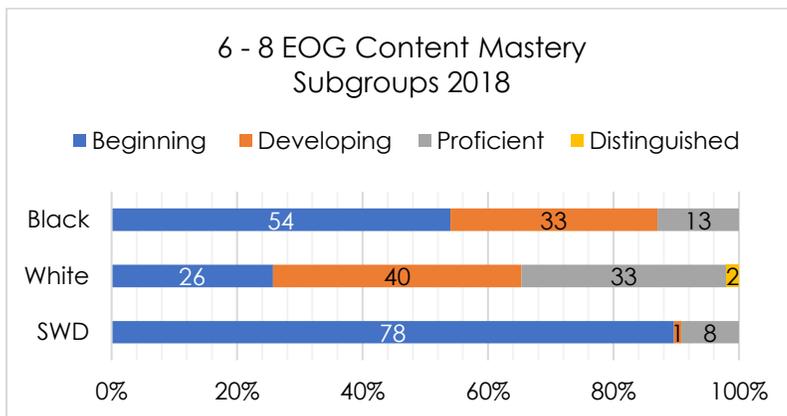
6th - 8th Grades Georgia Milestones Results



For grades 6 – 8, End of Grade English Language Arts test results in 2019 reflect 73% of students scoring as beginning and developing learners, with 27% of students scoring proficient and above in ELA. As with grades 3 – 5, a 3-year trend in 6 – 8 also reflects a consistent percentage of the overall population scoring below proficient and proficient and above each year. Only slight shifts have occurred since 2017. In 2019, the percentage of students scoring distinguished increased; however, the percentage of students scoring at the beginning level also increased. In 2018, learners made growth and met the intended performance target. In 2019, due to little student growth and an increasing target, the improvement target was not met.



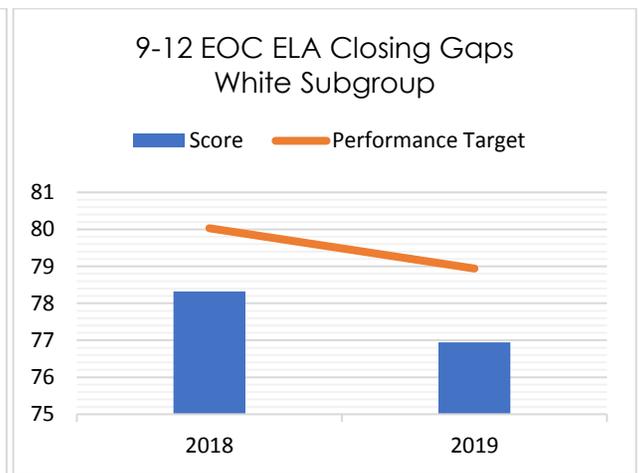
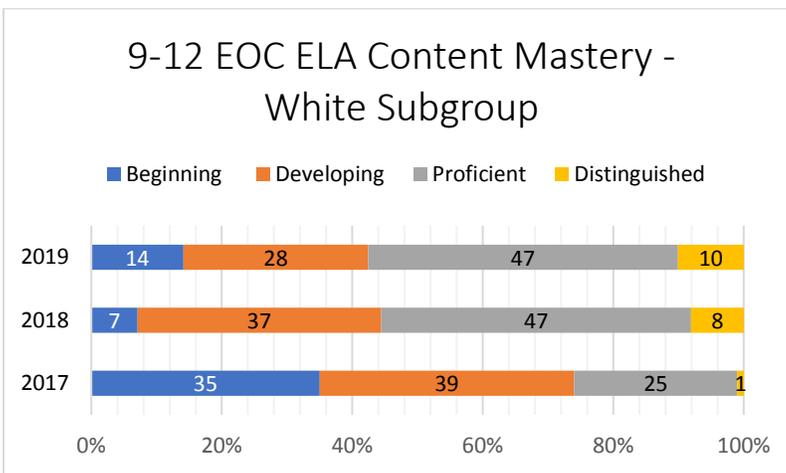
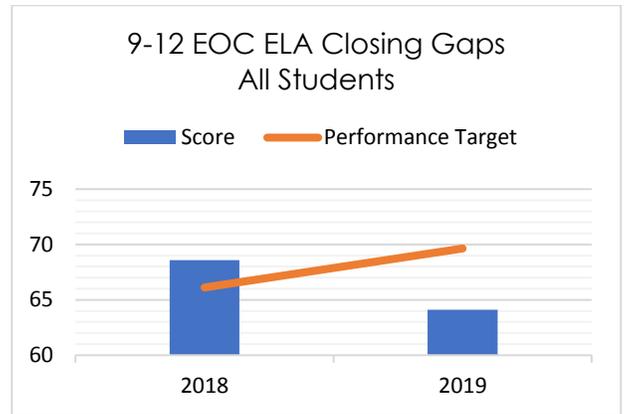
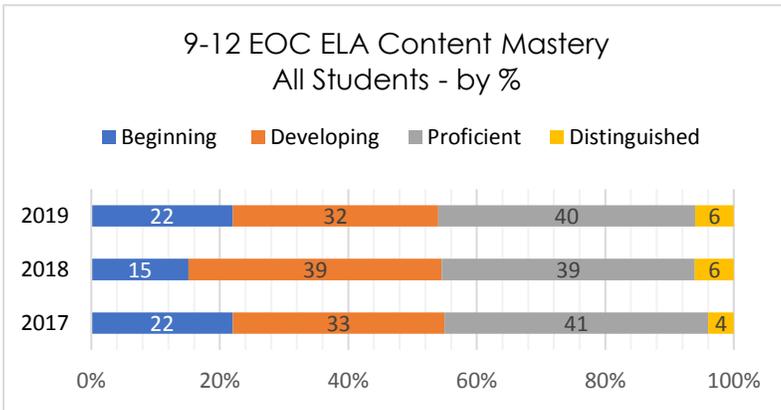
A disaggregation of 2019 student data for grades 6 – 8 by subgroup reveals similar trends to that occurring in grades 3 – 5. Students with disabilities have the greatest percentage of students scoring at the beginning and developing learner stages and the black subgroup closely followed. White students have the greatest percentage of students scoring at proficient and distinguished levels. Over twice as many students in the white subgroup as the black subgroup (36% and 16% respectively) scored proficient and above. Almost five times as many in the white subgroup and twice as many students in the black subgroup were proficient and above in comparison to SWD (white = 36%, black = 16%, SWD = 8%). One difference between the 3rd – 5th grade data and the 6th – 8th grade data is that only the black subgroup made progress and met the improvement target. The consistent discrepancy in subgroup scores will be one of the areas addressed in when root cause is discussed in section 3.



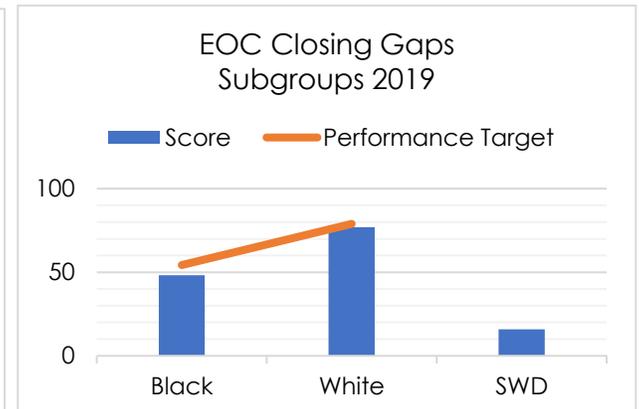
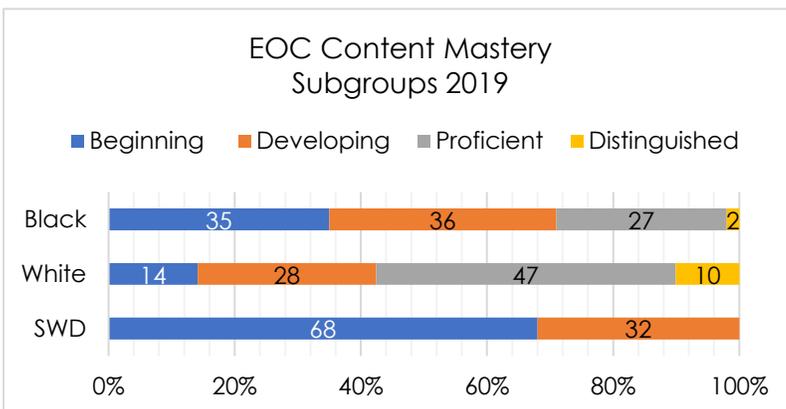
Student data from 2018 End-of-Grade assessments showed similar subgroup results for the percentage of students scoring at each level on the Georgia Milestones. The SWD and black subgroups had a greater percentage of students scoring in the beginning and developing categories (78% and 87% respectively) than the white subgroup in 2018. The white subgroup had the highest percentage of students at proficient and distinguished levels (35%). The subgroup discrepancies were similar in 2018 and 2019. The difference between the black and white subgroups for percentage of proficient learners marginally increased in 2019; 20% gap in 2018 and 22% gap in 2019. The subgroup discrepancy of proficient learners between the SWD and the white subgroups also marginally increased in 2019; 26% gap in 2018 and 28% gap in 2019. Both the white and students with disabilities subgroups made growth and met the improvement targets, but the black subgroup did not.

As students transition through Treutlen County Schools, similar patterns from 3rd – 8th EOG assessments are found in EOC testing in 9th grade Literature and Composition and American Literature and Composition. The percentage of each level of learner, beginning, developing, proficient, and distinguished, is consistent which reflects little growth or progress in student achievement. The pattern is the same for all other subjects as well. This supports the fact that reading builds a cognitive processing infrastructure that then “massively influences” every aspect of our thinking (Standovich, 2003).

9th – 10th Grades Georgia Milestones Results

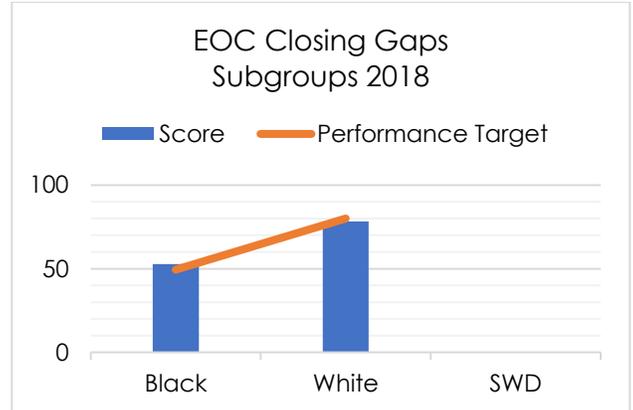
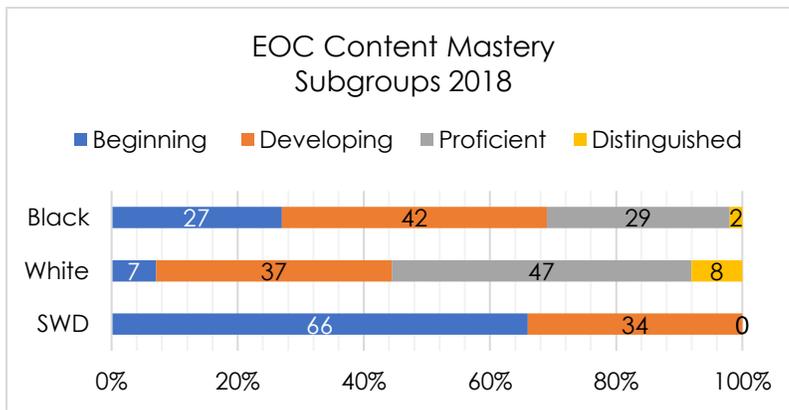


For grades the End of Course 9th grade Literature and Composition test and American Literature and Composition test given at Treutlen Middle/High School, results in 2019 and 2018 reflect 54% of students scoring as beginning and developing learners, with 46% of students scoring proficient and above. A 3-year trend in high school EOC ELA assessments also reflects a consistent percentage of the overall population scoring below proficient and proficient and above each year. Only slight shifts in learner score designated between non-proficient and proficient have occurred since 2017. In 2019, the percentage of students scoring in the developing learner category decreased; however, the percentage of students scoring at the beginning level increased. In 2018, learners made growth and met the intended performance target. In 2019, due to little student growth and an increasing target, students overall did not show growth or meet the designated improvement target.



A disaggregation of 2019 student data for end of course ELA assessments by subgroup reveals similar trends to that occurring in grades 3 – 8. Students with disabilities have the greatest percentage of students scoring at the beginning and

developing learner stages. The black subgroup of students has 71% scoring in the beginning and developing classifications. White students have the greatest percentage of students scoring at proficient and distinguished levels (57%). Almost twice as many students in the white subgroup as the black subgroup (57% and 29% respectively) scored proficient and above. No students in the subgroup of students with disabilities scored in the proficient or distinguished ranges. 2019 was the first time that SWD met the nominal criteria for subgroup identification. Neither subgroups of black or white students made growth nor met the performance target for the individual subgroup.



Student data from 2018 End-of-Course ELA assessments showed a vast discrepancy in subgroup scores. The black subgroup had a 69% of students scoring below proficient and the white subgroup had 44% scoring below proficient. The difference between the black and white subgroups for percentage of proficient learners increased in 2019; 24% gap in 2018 and 29% gap in 2019. The black subgroup made progress and met the improvement targets, but the white subgroup did not.

Lexile Data

The chart below displays historical Lexile data. The numbers indicate the percentage of students in each grade level below, within, or above the expected Lexile band.

	2014			2015			2016			2017			2018			2019		
	<	=	>	<	=	>	<	=	>	<	=	>	<	=	>	<	=	>
3 rd	19	53	28	45	35	17	29	56	15	45	42	13	24	62	14	26	62	12
4 th	26	37	37	36	39	25	54	31	16	40	31	28	45	34	20	43	39	19
5 th	37	24	38	41	28	31	40	39	21	39	34	27	33	39	29	32	46	22
6 th	37	24	39	50	22	28	57	29	14	52	34	14	54	23	23	62	19	20
7 th	40	34	26	46	27	27	47	24	29	47	29	24	46	28	25	37	32	31
8 th	17	21	62	42	36	22	36	41	22	15	51	34	33	36	31	31	29	40

Key: < Below Grade Level Lexile Band; = Within Grade Level Lexile Band; > Above Grade Level Lexile Band

While the percentage of students who fall within the various levels of below, within, and above the expected Lexile bands fluctuates each year; there is a pattern that emerges among the percentage of students scoring below the expected grade level Lexile band. Tracking a particular group or class (i.e., highlighted boxes – yellow, orange, green, etc.), shows that as a group progresses to the next grade each year, the percentage of students scoring below the expected grade level Lexile band increases until it plateaus when that group reaches 6th grade. After 6th grade, the percentage of students scoring below the grade level Lexile band progressively declines. For groups where this particular scenario is followed exactly, the year the group is in 6th grade consistently has the highest percentage of students below the expected grade level Lexile band. Only the group of students whose data begins tracking in 6th grade as below grade level Lexile band (gray highlighted boxes) doesn't follow the pattern.

Measures of Academic Progress

In the 2018-2019 school year, we implemented the Measures of Academic Progress (MAP) assessment. We use this data to review growth through the school year and as a screener tool to identify students who may need further support. As this is our 2nd year of implementation with MAP, we are working towards using the data as a diagnostic tool to indicate individual

student needs and differentiate our instruction to best meet those needs. More MAP data and information is provided in section 3. The table below indicates the percentage of students who did not make projected growth goals in reading.

Grade Level	Percentage of Students Not Meeting Growth Projection
K	36 %
1 st	43 %
2 nd	63 %
3 rd	39 %
4 th	49 %
5 th	41 %
6 th	60 %
7 th	56 %
8 th	24 %

Plan for Engaging:

- **Early Childhood Education Providers**

Early Childhood Education Providers

In addition to Treutlen PreK, which is housed on the Trutelen Elementary campus, our elementary school has students enroll from Treutlen County Head Start. Only 45% of children in Treutlen County attend a formal preschool program such as Treutlen PreK or Head Start (Kids Count, 2018). Collectively, early care centers in Treutlen County have approximately 30 children, of those only about 15 will enroll in Treutlen County Schools next year. The majority of children in Treutlen County from birth-5 receive in-home care from family, friends, and/or neighbors. Reaching children not enrolled in child care is one goal defined in the birth-5 literacy plan. Following are some of the ways in which early childcare partners will be routinely engaged in L4GA.

- B-5 Team/Community Literacy Task Force
 - Representatives from Treutlen Elementary Pre-K, Treutlen County Head Start, and local child care have committed to serving as representatives on the Community Literacy Task Force to review data, give insight and direction, as well as support evidence-based initiatives to support the literacy needs of the community.
- Kindergarten Camp - Summer Transition Program
 - Implement a summer program for rising kindergarten children. The target group will be children from the community who have had little to no experience in a formal educational setting. The program will focus on kindergarten readiness skills as outlined by the Georgia Department of Early Care and Learning (DECAL, 2020).
- School Visits
 - A representative from the elementary school will also serve on the Community Literacy Task Force, which will result in contact between the child care centers and the elementary school to schedule school visits for students who will enroll in Treutlen County Schools.
- Enrollment Information
 - Enrollment packets will be distributed to each early learning center to give to parents who are planning to enroll their child in Treutlen County Schools.
- Community Literacy Events
 - Early childhood care providers will be invited to school literacy events and have agreed to encourage families from their centers to participate as well.

- Community workshops focused on preparing children for later success will be provided for parents and caregivers of children ages birth-3 years and 4-5 years.
- Professional Learning
 - Teachers at the early childcare centers will be invited to participate in applicable professional learning activities offered by Treutlen County Schools.
 - Together early childcare providers will align social and emotional development standards of GELDS to Georgia Standards (Dooley, 2017)

Team Meeting Schedule

Date	Focus	Desired Outcome	Information Distribution
January Individual childcare centers	<ul style="list-style-type: none"> ● Introduction and discussion of L4GA ● Needs Assessment Process 	<ul style="list-style-type: none"> ● Commitment to project ● Participate in B-5 & community needs assessment 	<ul style="list-style-type: none"> ● B-5 Needs Assessment distributed to each center (paper) ● Community Literacy Needs Assessment posted on social media and mass emailed to all team members and BOE employees for further distribution and participation Community Literacy Needs
February 2020	<ul style="list-style-type: none"> ● Meet and greet of all members ● B-5 Needs Assessment results ● L4GA application review and discussion 	<ul style="list-style-type: none"> ● Establish contacts between K-5 schools and early childcare centers ● Identify literacy needs for B-5 children and community ● Discuss ideas for learning center and community engagement ● B-5 Literacy Plan 	<ul style="list-style-type: none"> ● B-5 Literacy Plan ● L4GA Information ● Listing of community assets and ways of support
April 2020	<ul style="list-style-type: none"> ● B-5 Literacy Plan overview and feedback ● L4GA application section 1 overview and feedback ● Set priorities for implementation 	<ul style="list-style-type: none"> ● Feedback for plan and application ● Determine next steps for Task Force 	<ul style="list-style-type: none"> ● B-5 Literacy Plan ● L4GA Application Section 1 ● Follow up emails will be sent to leaders of all literacy teams and the Community Literacy Task Force to keep all aware and involved

After the April meeting, the Community Literacy Task Force will meet quarterly to discuss data, progress with implementation, and event coordination. They will also meet each summer to refine implementation plan. Additional meetings will be called as needed. Community events already established as opportunities for literacy awareness. Community members will be a part of these events as well and attend the meetings as members of the Community Literacy Task Force.

- Back to School Bash (July)
- Million Pines Festival (Fall)
- Christmas Parade (December)
- Family Literacy Nights at each school (Spring)
- Summer Reading Opportunities by Treutlen County Public Library (Summer)

Summer	<ul style="list-style-type: none"> ● Clarifying and refining initial implementation plan and budget timelines ● Discussion of opportunities for community engagement at "Back to School Bash" by the Chamber of Commerce 	<ul style="list-style-type: none"> ● Implementation plan with considerations ● Defined plan for community literacy awareness at "Back to School Bash" 	<ul style="list-style-type: none"> ● Social media post promoting decided literacy focus at "Back to School Bash" ● Pre-planning school literacy team meetings ● Back to school teacher meeting ● School and district literacy team meetings
Summer 2020	<ul style="list-style-type: none"> ● Initial grant rollout summit ● Training on performance expectations, planning for 	<ul style="list-style-type: none"> ● Develop performance plan for monitoring 	<ul style="list-style-type: none"> ● Pre-planning school literacy team meetings ● Back to school teacher meeting

	performance, and performance assessments		<ul style="list-style-type: none"> School and district literacy team meetings
FY21, FY22, FY23, FY24, FY25 Meetings scheduled in conjunction with community events (each quarter minimum)	<ul style="list-style-type: none"> Review task force focus and purpose Discuss progress with goals and upcoming events School data review Updates to implementation plan Alignment of events with implementation and performance plan Budget expectations 	<ul style="list-style-type: none"> Current implementation update Defined progress for performance plan monitoring Defined plan for community literacy awareness at next event Adjusted budget, and implementation plan 	<ul style="list-style-type: none"> Social media post promoting literacy and sharing meeting outcomes Online newsletter Balanced Literacy in Treutlen for district School and district literacy team meetings
Yearly FY21, FY22, FY23, FY24, FY25	<ul style="list-style-type: none"> Data review Performance plan review Community literacy survey to determine community literacy needs 	<ul style="list-style-type: none"> Clarifying and refining initial implementation plan and budget timelines 	<ul style="list-style-type: none"> Online newsletter Balanced Literacy in Treutlen for district School literacy team meeting Community Literacy Task Force Meeting

Plan for Engaging:

- Community Coalition**
-

Community Organization Partners

Research shows that partnerships between community organizations and schools create a sustainable infrastructure for continuous improvement (Southern Education Foundation, 2015). Community partners will work with Treutlen County Schools to map local needs to local resources. Following are some of the ways in which community organizations will be routinely engaged in L4GA.

- Community Literacy Task Force
 - Four directors of community organizations (see LEA-Partnerships above) in Treutlen County have committed serving as representatives on the Community Literacy Task Force to review data, give insight and direction, as well as support evidence-based initiatives to meet the literacy needs of the community. The Task Force will meet throughout the year to discuss community needs and plan for community literacy events.
- Community Literacy Events
 - Together with other partners on the Community Literacy Task Force, community partners will work to meet the most pressing needs identified in the community literacy needs assessment.
 - Community partners will provide support with planning and encouraging family participation in literacy centered events and distribution of literacy resources.
- Professional Learning
 - Organizations in Treutlen County will be invited to attend applicable professional learning activities to promote literacy awareness within the community, specifically for children from birth-5.

Team Meeting Schedule

Routinely engaging community organization will occur through the community events listed above. Also, members of community organizations are currently represented on the Community Literacy Task Force and will attend scheduled meetings and events. Any additional community organizations that would like to be a part of the Community Literacy Task Force are welcome to join for any of the above activities and/or meetings.

Plan for Engaging:

- P-20 Research-Practitioner Partnerships and Literacy Faculty in the Local Teacher Preparation Programs**
-

P-20 Partnerships and Literacy Faculty

Strong partnerships between school districts and universities increase the pool of quality mentor and cooperating teachers to select for field-based experiences, ensure that coursework is grounded in the day-to-day realities of teaching and aligns with district needs, and provide an avenue for recruiting effective teachers (Education First, 2016). Our P-20 partners include Armstrong State University, Brewton-Parker College, College of Coastal Georgia, Georgia Southern University, Middle Georgia College, Middle Georgia State University, Savannah State University. First District RESA and Okefenokee RESA are our P-20 coordinators. The superintendent of Treutlen County Schools participates in the P-20 meetings with higher education.

Within Treutlen County Schools, we are working towards establishing a teacher induction program that supports professional capacity through teacher and leader learning, retention, and student learning and growth. Heart of Georgia RESA has supported the school system in implementing this program and providing guidance for induction phase teachers. Four sessions have been scheduled throughout the school year. Treutlen County will continue to review needs and expand the teacher induction program. The focus for each session is as follows:

- Build Trust and Relationships with Mentees
- Coaching Language and Techniques
- Supporting Curriculum, Assessment, and Instruction
- Reflection and Results

The following are ways that Treutlen County Schools is planning to routinely engage P-20 partnerships for support in building professional capacity.

- Developing Staff
 - P-20 partners will provide professional learning opportunities and offer training that aligns with the needs of teachers in Treutlen County Schools and Treutlen County Schools will provide effective placements for pre-service teachers.
 - Based on TKES evaluations and professional goals, professional learning needs will be identified, and opportunities will align with needs.
 - Meetings with P-20 partners will transition to a collaboration focus between the districts and higher education to use district data to determine strengths and needs for teacher preparation and continuing education.
 - Working with P-20 partners, assessment data will be reviewed to determine patterns for pre-service teacher instructional focus to best be prepared to meet the needs of our students.
 - P-20 partners train principals on how to use edTPA results to help new teachers write professional learning plans and looking at how edTPA rubrics and tasks align with TKES standards
 - Exceptional teachers in Treutlen County will provide a "spotlight on practice" in teacher preparation classes throughout the semester to help teacher candidates get a real-world view of research to practice.
- Attracting Staff and Retaining Staff
 - With the support of P-20 partners, Treutlen County Schools will continue to improve the new teacher induction program to help ensure retention of teachers. Research suggests that comprehensive, multiyear mentoring programs accelerate the professional growth of first-year teachers, making them more effective in a shorter amount of time; improve student learning; reduce attrition rates of first-year teachers; and provide a positive return on investment (Ingersoll & Strong, 2011).
 - Patterns and trends will be studied to determine issues that induction teachers may face that could be prevented with adjustments to Treutlen County Schools' induction program or pre-service training. Those patterns will be shared with P-20 partners to collaborate on ways teacher preparation programs can support candidates in identified areas.
 - P-20 partners will provide candidates for recruitment that are well prepared to meet the needs of our learners based on needs identified by our system that align with the goals of the teacher preparation program.
- Ensuring Staff Collaboration

- Collect data from induction teachers to determine areas of needs upon entering the teaching profession to better support from the district and school level and share information with P-20 partners
- Discuss current teacher preparation for teaching reading and writing to determine alignment with district direction.
- Discuss current practices for the frequency of including reading and writing strategies across the content areas within the university classes. These strategies will be a model for preservice teachers to incorporate one day in their teaching. The What Works Clearinghouse Teaching Secondary Students to Write Effectively Practice Guide (2016) lists reading and writing across the curriculum as a recommendation because it enables students to develop their writing in diverse contexts.

Team Meeting Schedule

The meetings with P-20 partners are already established through RESA. Formally scheduled meetings occur twice yearly, in the fall and spring. Additional meetings with individual partners like RESA, Georgia Southern University, and Brewton-Parker College will occur more frequently to discuss specific professional learning needs and opportunities for pre-service and current teachers.

LEA OFFICE SUPPORT FOR GRANT MANAGEMENT:

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

LEA Office Support for Grant Management

The Treutlen County Schools grant management plan and key personnel in supporting, implementing, and overseeing the grant will include system and school leaders as well as appropriate representatives from the Community Literacy Task Force. Trudie Jones, Treutlen County Schools District Curriculum/Data Support Specialist, will be the L4GA Project Director.

Key People Involved in the Grant

Listed below is information for individual roles and tasks involved in managing the L4GA Grant in Treutlen County. The following roles were defined by Treutlen County Schools based on the L4GA Narrative.

Role in Grant Management	Organization	Level	Title
L4GA Program Manager	GA DOE	State	Program Manager
L4GA Project Supervisor	Treutlen County Schools	District	Superintendent
L4GA Project Director	Treutlen County Schools	District	Curriculum/Data Support Specialist
L4GA Project Facilitator	Treutlen County Schools	District	Federal Programs Director
L4GA Project Manager	Treutlen County Schools	School / Literacy Team	Principal / Coordinator
L4GA Project Monitor	Treutlen County Schools	District	Technology & Finance Directors
L4GA Alignment of Resources	Treutlen County Schools & Coastal Plains RESA	District & State	Title I Coordinator & RESA School Improvement Specialist

The key people listed below and in the Grant Management Responsibility chart have met with the L4GA Project Director and are aware of their role and responsibilities. They have also been involved in writing the grant. Each person listed below, as well as those on the literacy teams, understand our goal of increasing student Lexile levels and the balanced literacy implementation plan.

District Literacy Team Meeting Schedule

Date	Focus	Desired Outcome	Information Distribution
January 2020	<ul style="list-style-type: none"> • Introduction to balanced literacy • Strategic plan overview • Purpose of L4GA • Classroom observations on small group instruction 	<ul style="list-style-type: none"> • Begin discussion and focus of Balanced Literacy in Treutlen County • Establish school literacy team • Understand expectations for students, teachers, school leadership teams, and school leaders • Small group reading instruction in place 	<ul style="list-style-type: none"> • Hand out on balanced literacy classroom look-fors • Email to schedule time to meet with school literacy team • Email of needs assessment template
February 2018	<ul style="list-style-type: none"> • District professional learning plan for balanced literacy • 3-year overview of implementation • L4GA application review • Monthly walkthroughs and observations 	<ul style="list-style-type: none"> • Feedback on implementation process • Schedule specific dates to begin balanced literacy professional learning sessions 	<ul style="list-style-type: none"> • Email and hardcopy of updated implementation plan • Email of balanced literacy professional learning plan • Feedback given individually after each school walkthrough
March 2018	<ul style="list-style-type: none"> • Feedback on school literacy plans and requested team literacy budget • Response to initial professional learning sessions • Additional professional learning sessions needed • P-20 partnership overview • Continued monthly walkthroughs and observations (feedback given individually after each school walkthrough) 	<ul style="list-style-type: none"> • Updated school literacy plan • Literacy team budget • Updated professional learning plan 	<ul style="list-style-type: none"> • Email of updated professional learning plan • Feedback given individually after each school walkthrough
April 2018	<ul style="list-style-type: none"> • Adjust and review balanced literacy professional learning plan 	<ul style="list-style-type: none"> • Literacy team budget 	<ul style="list-style-type: none"> • Email of updated professional learning plan

	<ul style="list-style-type: none"> Review and adjust budgets for FY19 Progress of implementation at each building Continued monthly walkthroughs and observations Community Literacy Taskforce focus 	<ul style="list-style-type: none"> Updated professional learning plan 	<ul style="list-style-type: none"> Feedback given individually after each school walkthrough
May 2018	<ul style="list-style-type: none"> Specific coaching needed for balanced literacy Review balanced literacy implementation plan Balanced literacy professional learning for next year Continued monthly walkthroughs and observations 	<ul style="list-style-type: none"> Aligned implementation plan, professional learning plan, and budget 	<ul style="list-style-type: none"> Email aligned implementation plan, professional learning plan, and budget Feedback given individually after each school walkthrough
Summer	<ul style="list-style-type: none"> Clarifying and refining initial implementation plan and budget timelines 	<ul style="list-style-type: none"> Implementation plan with considerations 	<ul style="list-style-type: none"> Pre-planning school literacy team meetings Back to school teacher meeting Community Literacy Task Force meeting
Summer (L4GA Project Narrative)	<ul style="list-style-type: none"> Initial grant rollout summit Training about performance expectations, planning for performance, and performance assessments 	<ul style="list-style-type: none"> Develop performance plan for monitoring 	<ul style="list-style-type: none"> Pre-planning school literacy team meetings Back to school teacher meeting Community Literacy Task Force meeting
FY19, FY20, FY21 August, October, December, January, March, July	<ul style="list-style-type: none"> Observation notes and feedback on implementation Data review Updates to implementation plan Alignment with implementation and performance plan Budget expectations 	<ul style="list-style-type: none"> Current implementation update Areas of instructional focus based on data for each school Adjusted professional learning plan, budget, and implementation plan 	<ul style="list-style-type: none"> Online newsletter Balanced Literacy in Treutlen for district School literacy team meeting Community Literacy Task Force Meeting Feedback given individually after each school walkthrough
Yearly FY19, FY20, FY21	<ul style="list-style-type: none"> Data review Performance plan review Professional learning survey Comprehensive needs assessment School improvement planning with balanced literacy 	<ul style="list-style-type: none"> Clarifying and refining initial implementation plan and budget timelines 	<ul style="list-style-type: none"> Online newsletter Balanced Literacy in Treutlen for district School literacy team meeting Community Literacy Task Force Meeting

Day-to-day operations and decisions will occur between the project director and project facilitators. Also, each principal will be involved in the day-to-day operations of implementation and monitoring at the school level. Frequent contact will occur between the project director and facilitators. Formal discussions of implementation and monitoring will occur with all listed below at monthly district leadership meetings.

Name & Information	Title & Organization		Role in Grant Management	L4GA Grant Tasks
Dr. Brad Anderson banderson@treutlen.k12.ga.us 912-529-7101	Superintendent	Treutlen County Schools	Project Supervisor	<ul style="list-style-type: none"> Serve on district literacy team Monitor compliance, implementation, budget, and expenditures Conduct observations and walkthroughs Approve budget amendments Approve reports Review assessment data to determine impact and fidelity
Trudie Jones tjones@treutlen.k12.ga.us 912-529-7101	K-12 Literacy Specialist		Project Director	<ul style="list-style-type: none"> Manage day-to-day operations Lead district literacy team Lead Community Literacy Task Force Provide guidance for school literacy teams

			<ul style="list-style-type: none"> • Ensure implementation, monitors budget and expenditures, compiles and submits reports • Work with school literacy teams to plan and monitor grant implementation • Conduct observations and walkthroughs • Provide feedback given individually after each school walkthrough • Plan needed professional learning • Review assessment data for impact and fidelity
Jameson Travick jtravick@treutlen.k12.ga.us 912-529-7101	Assistant Superintendent Federal Programs Director	Project Facilitator	<ul style="list-style-type: none"> • Conduct day-to-day grant operations • Serve on district literacy team • Work with school literacy teams to support and monitor grant implementation • Conduct observations and walkthroughs • Provide feedback given individually after each school walkthrough • Review assessment data for impact and fidelity • Provide perspective for alignment of resources between Title funds and L4GA funds to design effective interventions (L4GA Project Narrative, p. 67)
Donald Reeves dreeves@treutlen.k12.ga.us 912-529-7161	Principal	Project manager for Treutlen Elementary	<ul style="list-style-type: none"> • Conduct day-to-day grant operations • Serve on district literacy team • School contact for implementation of literacy plans and professional learning • Attend professional learning • Coordinate and monitor use of evidence-based instructional practices and RTI efforts after professional learning has occurred • Review assessment data with literacy teams to determine impact and fidelity • Review observation data with project director (literacy specialist) and grant facilitators to determine additional needed support
Forrest Edge fedge@treutlen.k12.ga.us 912-529-7131	Principal	Project manager for Treutlen Middle / High	<ul style="list-style-type: none"> • Receive and process approved expenditures requests • Maintain appropriate financial documentation
Mary Jane Corbin mcorbin@treutlen.k12.ga.us 912-529-7131	Finance Director	Fiscal Oversight and Project Monitoring	<ul style="list-style-type: none"> • Organize technology purchases, installation, maintenance, infrastructure, and technology related training
Gregory Martin gmartin@treutlen.k12.ga.us 912-529-7131	Technology Coordinator	Project Monitoring	<ul style="list-style-type: none"> • Serve as district literacy team member from Community Literacy Task Force to review and ensure alignment with school and district level plans for requested materials.
Connie Howell connieahowell@gmail.com (478) 353-8693	Heart of Georgia RESA School Improvement Specialist ELA	Alignment of Resources	<ul style="list-style-type: none"> • Provide perspective for alignment of resources between Growing Readers grant and L4GA funds to design effective interventions (L4GA Project Narrative, p. 67)

LEA OFFICE SUPPORT FOR GRANT MANAGEMENT:

- **How will the grant ensure services in B-5?**

B-5 Services

L4GA funding will help bring financial and networking resources that will allow community literacy needs to be met. The needs assessment process alone has begun the process of drawing attention to literacy within the community and within the school system. The establishment of the Community Literacy Task Force has formed a group focused on meeting the

needs of the community. As outline in section one of this application, the plan for engaging early childhood education providers and the community coalition specifically states the meeting schedule and focus. Also outlined are the ways in which each group will be routinely engaged in L4GA. With the parameters planned and shared with the Community Literacy Task Force, an additional layer of accountability and support for follow through has been put in place.

The chart below outlines our goals and needs to provide focus for our B-5 team.

Goal	Need	Root Cause	L4GA Support
Children have a foundation for success by starting kindergarten ready to learn	Increased community awareness of the impact of early literacy skills	Caregivers are unaware of the impact of the quality and quantity of words heard by a child from birth-3	Each event in Treutlen County is an opportunity to spread the message about the impact of words spoken to a child and the brain development of a baby from birth to age 3. It also gives an avenue to share strategies for language development. We want to start the community conversation of "Talk! Read! Attend!" (see the birth-5 plan). Organizing the Community Literacy Task Force to help spread the message was the first step. The message of "Talk! Read! Attend!" has been shared during a family reading night event as well. Through the process of the community needs assessment and writing a birth-5 literacy plan, literacy has begun to surface. Discussing community needs with a community centered team has provided those of us who seem so "school" focused with innovative ideas to support our community and get kids ready to start kindergarten. We must expand efforts to have the greatest impact for our kids.
	Increased community awareness of how to support early literacy skills	Caregivers are unaware of strategies to develop early literacy skills	
	Books and resources for families to begin early literacy development	Resources that support early literacy are not priorities for most families	In addition to increasing awareness of early language development and sharing strategies for decreasing the word gap (talkwithmebaby.org, 2018), the resources to implement "Talk! Read! Attend!" are needed. Books in kid's homes provide an opportunity for parents to read to and with their child. It also gives parents a chance to model good habits by reading. Access to print and digital materials is vital to develop early literacy skills for kids (L4GA Project Narrative, 2017). Partnering with programs already in place, like Treutlen County Little Libraries (see the birth-5 plan), and the local newspaper are ways our Community Literacy Task Force will provide access to additional literacy materials to all kids and continue the community focus on literacy.

LEA OFFICE SUPPORT FOR GRANT MANAGEMENT:

- **How will the grant function in terms of the whole district strategic plan and comprehensive needs assessment?**

L4GA with the District Strategic Plan and Comprehensive Needs Assessment

The area of greatest need identified for Treutlen County Schools through the district comprehensive needs assessment was instruction. Root causes for instructional concerns included lack of rigor, low expectations from teachers, and minimal professional learning focused on evidence-based practices within standards-based instruction.

All action steps listed in our strategic plan address root causes and will be supported through the L4GA grant. L4GA will supplement sustainable student instructional materials that support the literacy block (e.g., school-wide leveled libraries, leveled classroom libraries, devices for digital literacy development, running record assessment system, etc.) as well as professional learning costs, and teacher resources (e.g., structure for implementation of practices, guidance for professional learning communities focused on using data, etc.).

Objective	Initiative	Action Items	L4GA Support
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Learning & Growth	Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement	Curriculum	<ul style="list-style-type: none"> • Provide professional learning for teachers and leaders that strengthen their knowledge and understanding of content 	Implementing balanced literacy in Treutlen County requires a focus on professional learning of effective evidence-based instructional approaches and strategies (e.g., dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, explicit vocabulary instruction and intensive supplementary instruction for struggling students) that are responsive to the community (linguistically, culturally, developmentally) using a variety of engaging, high-quality texts (Dooley, 2017).
			<ul style="list-style-type: none"> • Identify and implement essential components of lesson development 	As stated in the professional learning plan, there will be an ongoing focus on using evidence-based practices to teach skills and strategies associated with each standard throughout the 5-year roll-out. Also, when mini-lessons are implemented in the first year of readers workshop and again in writers workshop, there will be specific professional learning based on the 5-Step Protocol (Chappius, 2009). Connecting the steps to how to understand and teach each standard in-depth.
			<ul style="list-style-type: none"> • Revise/develop curriculum maps and identify priority standards for all content areas 	
			<ul style="list-style-type: none"> • Ensure district curriculum alignment (vertical and horizontal) opportunities for all content 	
			<ul style="list-style-type: none"> • Develop instructional resource guides 	
		Instruction	<ul style="list-style-type: none"> • Implement an instructional framework 	By designing the district literacy plan based a 5-year roll-out, the focus on literacy from the district to each school and throughout our community is evident. The professional learning plan sets clear expectations by defining each professional learning session with a focus and learning targets along with a schedule of when the session will take place, the intended audience for the session, predetermined weeks for district fidelity checks (in addition to random principal and instructional coach walkthroughs), and an expected date for full implementation of each evidence-based balanced literacy instructional strategy.
			<ul style="list-style-type: none"> • Provide professional learning on best practices for all co-teaching teams 	
			<ul style="list-style-type: none"> • Implement a comprehensive reading and writing framework K-8 	
			<ul style="list-style-type: none"> • Identify and support struggling students through a student-centered support process at each school 	
			<ul style="list-style-type: none"> • Implement personalized learning paths for students in specialized environments 	
		Assessment	<ul style="list-style-type: none"> • Implement professional learning communities--data teams in all content areas 	Reading Inventory Assessment for 3 rd – 11 th grades will provide a formative indicator for Lexile levels and a way to monitor. DIBELS for K-3 will be a standardized assessment that will provide an effective way to monitor growth. PALS and PPV-T will support planning focused instruction for our youngest learners, as well as provide kindergarten readiness indicators.
			<ul style="list-style-type: none"> • Develop common formative assessments to inform instruction through the PLC-data teams process 	Professional learning sessions specifically designed for conducting formative assessment (running records) during student conferring, scoring formative assessments to determine instructional and independent reading levels and growth, along with using running records to form guided reading groups and skill groups are planned. Also, a sustainable running record assessment system will be purchased that provides leveled books and rights to copy data sheets for teacher recording.

LEA OFFICE SUPPORT FOR GRANT MANAGEMENT:

- **How will financial aspects of the grant be handled?**

How the Grant Will Be Handled Internally

Treutlen County schools will meet all stated expectations, roles, and responsibilities of a fiscal agent for the L4GA grant.

1. As the official grant recipient, all awards must be adopted by the local Board of Education (LEAs) or local Board of Directors (non-LEAs).
 - The Treutlen County Board of Education will be notified of the award immediately following the superintendent's notification. The award will be presented and voted upon at the next Board of Education meeting. If accepted, the procedures outlined in this application will be in place.
2. Administer the grant from award to closeout in accordance with all applicable laws and regulations.
 - As a Title I district, Treutlen County Schools has current procedures and policies in place that meet federal regulations for fiscal administration. The L4GA grant will follow these same procedures and policies. The Title I Coordinator will be included in the process of grant administration.

Treutlen County Schools L4GA Project Director and Project Facilitator, will assist principals and literacy teams with implementation and continued alignment of the school's literacy plan with the district literacy plan. The project director will coordinate with the finance director to provide fiscal oversight and the federal programs director to provide guidance on processes and purchases. Also, the technology director will be involved with the purchase and implementation of any technology related resources. The procedures for L4GA Grant Management will follow the established Title I procedures for the district. Added procedures for workflow between Treutlen County Schools and GADOE are outlined below in the section of LEA's Ability to Administer Funding.

Each literacy team (school and community) will submit a budget based on comprehensive needs assessment and the individual literacy plan. The budget will be reviewed by the district literacy team for alignment with school, district, and community goals and objectives as well as resource allocation for each grade band. The aspects of sustainability and expansion will be taken into account as well.

The district literacy team is composed of a representative from each school literacy team, a representative from the Community Literacy Task Force, and district directors. The district team is led by the project director. Once the budgets have been approved by the district literacy team, the purchase approval process below will be followed.

Purchase Approval

1. Principal sends electronic requisition along with supporting documentation to the project director for approval.
2. Project director reviews request, determines allow-ability under the grant requirements, and determines if item has been budgeted for.
3. Project director will sign requisition electronically and send to finance director.
4. Finance director reviews requisition and issues purchase order.
5. Purchase order is sent to superintendent for final approval.
6. Finance director returns purchase order to project director funding the purchase.
7. The project director maintains a copy of the purchase order and sends a copy to the principal for purchasing.
8. The principal assures the invoice and packing slip are returned to the project director.
9. Project director reviews the invoice for correctness.
10. Project director sends to the finance department for processing and payment.

Purchases made with grant funds must be reasonable, necessary, allowable, and allocable. The project director is responsible for ensuring that purchases are reasonable, necessary, allowable, and have been allocated for.

Instructional supplies and materials

1. A request is made on a requisition and electronically signed by the school principal.
2. The requisition is then submitted to the project director.
3. The project director reviews the requisition to determine if the purchase is reasonable, necessary, allowable, and allocable.
4. The project director ensures that the purchase has been budgeted for and that adequate funds are available to pay for the purchase.

5. The project director signs the requisition.
6. The requisition is sent to the finance office who ensures that funds have been budgeted for and are available to pay for the purchase.
7. The finance director generates a purchase order and sends to superintendent for final approval.
8. The superintendent completes the process by signing the purchase order.
9. The purchase order is returned to project director's office who sends a copy to the school for ordering.
10. All receipt of goods are verified before an invoice is submitted to the finance office for payment.

Contracted Services

1. The school principal works directly with the program director.
2. The program director reviews the services and deliverables to be completed by the contractor provider.
3. An agreement is signed by the provider, principal, and project director that outlines requirements and expectations from the provider and from the district.

Travel Requests

1. The staff member completes a request for travel with appropriate documentation (registration form and/or agenda) and checks the appropriate funding source at the top of the request.
2. After the principal gives approval by signing the request, the request is sent to the project director for review. If the travel request is not approved by the project director, the request is returned to the school principal. If the travel is found to be necessary and reasonable, the project director signs the requests.
3. The request is sent to the professional learning coordinator who signs the request.
4. The request is then submitted to the superintendent for final approval.
5. A copy is made with all approving signatures and returned to the staff member requesting the travel.
6. When the staff member returns, an expense statement is completed according to the travel policy guidelines.

Grant Work Flow

As specified in the L4GA Project Narrative (p. 65), the following will be in place to create a workflow between literacy teams and Treutlen County Schools and between Treutlen County Schools and GADOE to help ensure adequate funding administration.

1. Each literacy team (school and community) creates and submits a budget to the district literacy team.
2. The district literacy team approves the budgets and Treutlen County Schools creates budgets for each literacy team (LEA-Partnership) within the Con App in accordance with the grade band and identified school need.
3. Budget amendments are approved by the Treutlen County Schools superintendent and sent to the L4GA program manager for GADOE approval.
4. Treutlen County Schools' funding then transfers into the Invoice Application.
5. The L4GA grant funds are paid out on a reimbursement basis.
6. Treutlen County Schools creates a request for payment of invoices that are submitted by either individual invoice or their general ledger.
7. Treutlen County Schools requests the funding. Upon invoice approval by the L4GA program manager, Treutlen County Schools receives their reimbursement of grant funds. The L4GA Project Director will review annual budgets and performance plans to ensure that required earmark ratios are followed within LEA-Partnership sub-grants.

LEA OFFICE SUPPORT FOR GRANT MANAGEMENT:

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

Grant Management Responsibility

Yes, the L4GA Project Director will be the primary dedicated staff member responsible for the grant administration.

ABILITY OF LEA TO ADEQUATELY ADMINISTER THE FUNDING

Past Grant Experience

The following are recent grants that Treutlen County Schools has been awarded. Annually, the district receives federal funds through the Title I Part A, Title II, Title IV, and Title VI grant. Additionally, the district received IDEA Flowthrough funds.

Grant Title	Organization	Year(s)	Awarded By	Purpose
Computer Science for All	Treutlen County Schools	FY18	GA DOE	Implementation of K-12 Computer Science
Connections for Classrooms	Treutlen County Schools	FY18	GOSA	Network Infrastructure

Financial and Programmatic Audit Findings for 3 Years

Treutlen County Schools has had a consistent lead in our finance department for many years. Treutlen County Schools has consistently received noncompetitive federal grants for many years. The last audit completed for Treutlen County Schools was FY19. The Title I cross functional monitoring programmatic findings have been corrected. Our next review is in the 2021-2022 school year.

Fiscal Year	Financial Statement Findings	Federal Findings	Associated Program	Corrective Action
FY17	None	Programmatic	Title I	Ensure all split funded staff complete a periodic certification; needs to update the debarment information
FY18	None	None	None	None
FY19	None	None	None	None

Controls for Spending

The current process for monitoring expenditures of federal funds set forth by the district for Title I allocations will be followed for L4GA spending controls. In addition to the written process below, literacy teams will meet throughout the year with the principal and project director to discuss budgeting and literacy needs as well as to review the implementation plan and processes, discuss professional learning fidelity checks, and use assessment data to guide instruction and needs.

Process for Monitoring Expenditures of Federal Funds

Once an L4GA budget has been approved by the district literacy team, the budget is entered in the financial software utilized by the district. The budget is uploaded for the Financial Director to review and approve. Funds will be available to all schools in the feeder system. All expenditures will be requested by the principal or designee and approved by the project director after ensuring alignment with school and district literacy plan goals, objectives, and implementation.

Monthly expenditure reports are generated from the district's financial software and reviewed by the project director or project director's designee. Discrepancies are noted on the expenditure report for any inaccuracies found and submitted to the finance office for correction.

Copies of requisitions, purchase orders, invoices, travel requests, expense statements, and contracts are kept on file in the project director's office.

Resources Strategies and Materials

The results of the district and school needs assessments align to reflect needs centered on instructional practices, assessments, and interventions. The root causes identified lead us to the desire to create a literacy centered culture within our schools and our community. We plan to do this through implementing balanced literacy strategies across the curriculum. Our literacy plan specifically addresses implementing evidence-based literacy practices, advancing knowledge, using data, and maintaining consistent expectations through professional learning, coaching, and mentoring to increase student achievement.

The strategies we will put in place have been discussed during team meetings and reflect ways to meet the needs of students. The actions listed in the district and school literacy plans specifically address each root cause. The resources and materials listed below reflect how the action steps identified will be supported with a examples and specific strategies that will be implemented with each resource.

Focus	Strategy	Resource
Implementing a guaranteed and viable literacy curriculum	Stakeholder engagement in literacy centered activities Schools focused on literacy across the curriculum Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Twitter, Facebook, district and school websites Distribute literature to adults and books to kids at community events Establish partnerships with clubs and civic organizations Utilize all staff to promote literacy instruction	Technology devices for student use to support balanced literacy and literacy strategies across the curriculum (impact literacy) Addition of high-interest texts to school library (at a variety of Lexile levels for use in tiered instruction) (student support) Technology for student checkout to increase literacy in the home (access to print)
Focusing on evidence-based literacy instruction and high-leverage practices	Ensure students receive an evidence-based literacy block that includes all elements of a comprehensive literacy program (e.g. dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit vocabulary instruction) using a variety of engaging, high-quality texts. Ensure all students receive 2-4 hours of literacy instruction across the curriculum Implement 90 minute ELA block in K-5	Activities that Support Literacy Intervention Programs (student support) Activities that Support Classroom Practices (impact literacy) Reading manipulatives (impact literacy) Writing manipulatives (impact literacy) Intervention Resources (impact literacy) Technology classroom supports (impact literacy)
Using coherent literacy-based assessments for data driven decisions	Implement an assessment system and a process for data analysis and use	DIBELS Assessment System (student support) Running Record Assessment System (impact literacy)

		L4GA Designated Assessments (impact literacy)
Advancing literacy knowledge and practices to impact student growth	Professional learning for balanced literacy instruction through readers and writers workshops and promoting literacy strategies across the curriculum	Funding for consultants in literacy instruction (Instructional engagement/teacher support) Teacher guidance and support books (Instructional engagement/teacher support) Technology devices for student use in literacy instruction across the curriculum (Instructional engagement/teacher support) professional learning resources (DVDs, books, etc) (Instructional engagement/teacher support)
Providing evidence-based interventions aligned to student needs	Align and implement intervention to student needs (How, p.15)	Purchasing an evidence-based literacy-focused intervention program that aligns with the literacy curriculum
Increasing awareness of strategies that promote early literacy	Students and families receive books, resources, and opportunities to advance early literacy development (How, p. 9)	Books for at home reading with children and family (English and Bilingual)
Establishing and effectively communicating consistent expectations	Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, blog, website)	System for stakeholder communication (newsletter access, blog, website) (community involvement)

Leveraged by community

Community partners will have access to resources and materials during school wide events. Each school will develop a plan for distribution of resources available for community checkout to stakeholders. Communication of resources will be clear to all.

Leveraged by Educational Entities

The resources and materials ordered will be dispersed to all schools based on implementation of the plan. Professional learning is associated with use of each resources to be ordered.

Technology tools

The definition of literacy has been updated to include ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas. Technology would support all of these areas.

BUDGET SUMMARY

Treutlen County School System, in planning for grant implementation, places significant emphasis on sustainability for the long term; the system is committed to ensuring the success of the grant beyond the funding cycle to sustain a high quality literacy program, ensure best practices, protocols, and active engagement in the improvement of literacy in both Treutlen County Schools and its community. Schools submitted a proposed grant budget based on results from the needs assessment surveys, a local comprehensive needs assessment, school improvement goals, current assessment data, and individual school literacy plans. School budgets were broken down into categories based on areas of need. The grant team compiled the data and created a District Budget Summary below. Each category is presented as a percentage of the total budget that will be allotted. Treutlen County Schools wishes to develop a literacy focus that is pervasive throughout the community through collaboration, information, materials, and resources. Literacy will be our focus through:

- Implementing a guaranteed and viable literacy curriculum
- Focusing on evidence-based literacy instruction and high-leverage practices
- Using coherent literacy-based assessments for data driven decisions
- Advancing literacy knowledge and practices to impact student growth
- Providing evidence-based interventions aligned to student needs
- Increasing awareness of strategies that promote early literacy
- Establishing and effectively communicating consistent expectations

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

- Birth-5: 15%
- K – 5: 40%
- 6 – 8: 20%
- 9 – 12: 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.

Focus Area	Needs	Year 1	Year 2	Year 3	Year 4	Year 5
Implementing a guaranteed and viable literacy curriculum	Professional learning on and off site (teachers, paraprofessionals, instructional coaches, administrators); Funds used for consultants, substitutes, stipends, travel, travel, and other training related materials; Reading materials that are deemed highly effective; leveled readers; supplies to support readers/writers workshop	40%	20%	20%	20%	10%
Increasing student engagement through evidence-based literacy instruction school wide	Expand collection with digital and print materials; Expand accessibility by utilizing technology devices and software; supplies to support readers and writers workshop	15%	15%	15%	15%	10%
Focusing on evidence-based literacy instruction and high-leverage practices	Expand collection of digital and print materials. Professional learning associated expenses; Collaboration outside of designated school year related expenses	20 %	20%	20%	20%	20%
Making data driven decisions with a coherent formative literacy-based assessment system	Screening and diagnostic tools such reading inventory, DIBELS, and other diagnostic literacy assessments; supplies to support data driven decision making (toner, paper)	2%	2%	2%	2%	2%

Advancing literacy knowledge and practices of students, teachers, and community members	Communication subscriptions; resources for collaborative sessions with community and other literacy community events; printing costs	5%	4%	10%	5%	8%
Providing interventions aligned to student need	Professional learning (teachers, paraprofessionals, instructional coaches, administrators. Funds used for consultants, travel, travel, and other training related materials; support software	3%	10%	15%	15%	15%
Effectively communicating and maintaining consistent expectations	Literacy support (coaching) to ensure effective implementation of a strong literacy program; supplies to support effective communication	15%	29%	18%	23%	35%

L4GA funding will be supplemented by Title I, Part A, Title IIA, Title IVA and Title VB.

717 Smith Street
Dublin, GA 31021
February 6, 2020

Dear L4GA Committee Members,

The Heart of Georgia RESA organization is committed to serving our member districts inclusive of Treutlen County. We are excited that Treutlen County has chosen to unite their stakeholders by organizing a literacy team whose members will focus on helping students learn to become better readers, thus better writers, communicators, problem solvers, and learners. It is very evident from the literacy planning that leaders are seeking research-based practices to address the literacy needs of each student. The planning has encompassed reviewing the assets that are available so that funding from the L4GA grant can be maintained. As evidenced in the grant, many stakeholders have been involved in the literacy planning process. The extensive process has helped create rich discussions among community partners about uniting toward preventative programs to address foundational skills.

The Heart of Georgia RESA staff members are extremely proud of the work that has been done by the Treutlen collaborative team. We pledge our commitment to walking the walk with them as they continue a renewed literacy focus with funds to help provide additional assistance. The district and school leaders, as well as the staff members, are committed to helping students become lifelong learners. You will not find more dedicated educators than those in the Heart of Georgia RESA area. We are proud of the work that Treutlen does on a daily basis.

The following summarizes our commitment to Treutlen County as the district and school staff members navigate through this L4GA opportunity:

- Provide consultative assistance, as needed or requested
- Provide requested professional learning
- Conduct data compilation and/or analysis assistance
- Coordinate job alike or network meetings for those who receive the grant in the HGRESA area
- Attend meetings as needed
- Provide facilities for professional learning
- Work with leaders and teachers and provide feedback
- Provide opportunities for students to participate in literacy related events (writing contests, art contests, etc.)
- Collaborate with academic coaches, media specialists, and teachers
- Communicate with leaders about grant status
- Work with leaders to help sustain evidence-based practices

Respectfully,
Connie Howell
HGRESA
Associate Director



Treutlen Head Start

1062 Jennings Lane
Soperton, GA 30457

Phone/Fax: (912) 529-3774

Dear L4GA Committee Members,

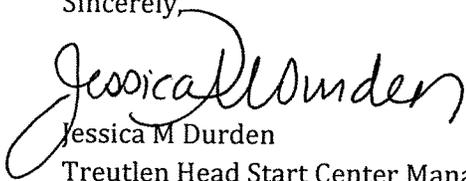
Treutlen Head Start is excited to be chosen as a partner with Treutlen County School District as one of their stakeholders on the B-5 Literacy Team. The stakeholders will focus on helping children learn to read, write, communicate and learn. The leaders are seeking research-based practices to meet the literacy needs of our children which is very important. We have reviewed the assets that are available so that funding from the L4GA grant can be maximized. This process will help us align our curriculum with the school system and other agencies so that our children will be prepared for Pre-K and Kindergarten.

We pledge our commitment to the District as we work together to provide the best literacy program for our children.

The following is a list of our commitments:

- Join the Get Georgia Reading Campaign Partnership
- Attend meetings as needed
- Allow staff to receive trainings
- Collaborate with district leaders and other stakeholders
- Implement the literacy curriculum
- Assess students with benchmark assessments
- Share data with the literacy team

Sincerely,


Jessica M Durden
Treutlen Head Start Center Manager/FSW



Guiding Light Child Care
7118 Eastman Rd., Soperton, GA 30457
912-529-2012

January 29, 2020

Dear L4GA Committee Members,

Guiding Light Child Care is excited to be chosen as a partner with Treutlen County School District as one of their stakeholders on the B-5 Literacy Team. The stakeholders will focus on helping children learn to read, write, communicate, and learn. The leaders are seeking research-based practices to meet the literacy needs of our children, which is very important. We have reviewed the assets that are available so that funding from the L4GA grant can be maximized. This process will help us align our curriculum with the school system and other agencies so that our children will be prepared for Pre-K and Kindergarten.

We pledge our commitment to the District as we work together to provide the best literacy program for our children. The following is a list of our commitments:

- Join the Get Georgia Reading Campaign Partnership
- Attend meetings as needed
- Allow our staff to receive training
- Collaborate with district leaders and other stakeholders
- Implement the literacy curriculum
- Assess students with benchmark assessments
- Share data with the literacy team

Sincerely

Lenora Blair Owner/Director
Guiding Light Child Care



1430 Calhoun Street
Soperton, GA 30457
January 30, 2019

Dear L4GA Committee Members,

The Learning Bug Academy is excited to be chosen as a partner with Treutlen County School District as one of their stakeholders on the B-5 Literacy Team. The stakeholders will focus on helping children learn to read, write, communicate and learn. The leaders are seeking research-based practices to meet the literacy needs of our children which is very important. We have reviewed the assets that are available so that funding from the L4GA grant can be maximized. This process will help us align our curriculum with the school system and other agencies so that our children will be prepared for Pre-K and Kindergarten.

We pledge our commitment to the District as we work together to provide the best literacy program for our children.

The following is a list of our commitments:

- Join the Get Georgia Reading Campaign Partnership Attend meetings as needed
- Allow our staff to receive training .
- Collaborate with district leaders and other stakeholders
- Implement the literacy curriculum
- Assess students with benchmark assessments
- Share data with the literacy team

Sincerely,

LeAnn Grinstead
The Learning Bug Academy Director



family connection
Tri-County Family Connection, Inc.

P.O. Box 788
Mount Vernon, Georgia 30445
Cell: 912.539.0517
E-mail: tricountyfc@gmail.com
Website: tricounty.gafcp.org
Kristy Bennett, Director

February 7, 2020

Dear L4GA Committee Members,

The Tri-County Family Connection, Inc. is committed to serving students and families in Treutlen County. We are excited that Treutlen County has chosen to unite their stakeholders by creating a literacy team whose members will focus on helping students learn to become better readers, thus better writers, communicators and learners. Based on the literacy planning we can see they are seeking research-based practices to meet the literacy needs of each student which is very important. As evidenced in the grant, many stakeholders have been involved in the literacy planning process. The extensive process has helped create rich discussions among community partners about uniting to bring support and prevention services to all children and families.

The Tri-County Family Connection, Inc. staff members are extremely proud of the work that has been done by the Treutlen collaborative team. We pledge our commitment to walking the walk with them as they continue a renewed literacy focus with funds to help provide additional assistance. The district and school leaders, as well as the staff members are committed to helping students become lifelong learners. You will not find more dedicated educators than those in the Tri-County area.

The following is a list of our commitments:

- Continue to include Treutlen County toward our efforts as a Get Georgia Reading Campaign community
- Work with school staff and community partners to form a Get Georgia Reading Strategy Team. This team will host literacy events in the community.
- Will meet with county leaders, stakeholders, and school staff to expand literacy opportunities to all children in the county
- Attend onsite meetings as needed
- Provide facility for large group training opportunities
- Provide opportunities for students to participate in events and contests (Examples - writing contests, spelling contest, art contests)
- Collaborate with district leaders and with school leaders
- Communicate regularly via email or phone to leaders about grant status

Best Regards,

Kristy Bennett, M.Ed., Director

“We envision a Tri-County (Treutlen, Wheeler, and Montgomery Counties) area where all children are healthy, ready to start school and do well when they get there, and where every family is stable and self-sufficient.”

Application: Treutlen County Treutlen Middle

Trudie Jones - tjones@treutlen.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000190
Last submitted: Feb 10 2020 12:06 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each **B5 Project (1)** and **School (multiple)** included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Treutlen County
School or Center Name	Treutlen Middle School
System ID	740
School ID	0213

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).

6-12

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

11

Number of Paraprofessionals or Teaching Assistants in School

3

Principal or Director

Name	Forrest Edge
Position	Principal
Email	fedge@treutlen.k12.ga.us
Phone	912-529-7131

L4GA 2019 School Contact

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

Name	Trudie Jones
Position	Curriculum Specialist
Email	tjones@treutlen.k12.ga.us
Phone	912-529-7169

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

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

[TreutlenMiddleLitPlan](#)

Filename: TreutlenMiddleLitPlan.pdf Size: 226.4 kB

Application: Treutlen County Treutlen Elementary

Trudie Jones - tjones@treutlen.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000187
Last submitted: Feb 10 2020 11:59 AM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each **B5 Project (1)** and **School (multiple)** included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Treutlen County
School or Center Name	Treutlen Elementary
System ID	740
School ID	0113

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

43

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	Donald Reeves
Position	Principal
Email	dreeves@treutlen.k12.ga.us
Phone	912-529-7161

L4GA 2019 School Contact

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

Name	Trudie Jones
Position	Curriculum Specialist
Email	tjones@treutlen.k12.ga.us
Phone	912-529-7169

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

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

[TreutlenElementaryLitPlan](#)

Filename: TreutlenElementaryLitPlan.pdf Size: 148.1 kB

Application: Treutlen County Treutlen High

Trudie Jones - tjones@treutlen.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000191
Last submitted: Feb 10 2020 12:13 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each **B5 Project (1)** and **School (multiple)** included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Treutlen County
School or Center Name	Treutlen High
System ID	740
School ID	0213

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).

6-12

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

26

Number of Paraprofessionals or Teaching Assistants in School

4

Principal or Director

Name	Forrest Edge
Position	Principal
Email	fedge@treutlen.k12.ga.us
Phone	912-529-7131

L4GA 2019 School Contact

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

Name	Trudie Jones
Position	Curriculum Specialist
Email	tjones@treutlen.k12.ga.us
Phone	912-529-7169

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

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

TreutlenHighLitPlan

Filename: TreutlenHighLitPlan.pdf **Size:** 226.3 kB

Literacy Leadership Team Members

Those involved in literacy planning at the school level included the following people.

- District Level Curriculum Support: Bradley Anderson/Trudie Jones
- Principal: Donald Reeves
- Assistant Principal: Markeisha Middlebrooks
- Media Specialist: Ana Daughtry
- Grade level Representatives: Katie Cagle (K); Heidi Collins (1); Jillian Sheppard (2); Angie Proctor (3); Chrsity Cone (4); Ashley Lumley (5)

Evidence-Based Practices

Evidence-Based practices and strategies will be chosen based on level of evidence. Protocol for implementation of any initiative will begin with a search for the identified need. Resources such as What Works Clearinghouse and Evidence for ESSA will be reviewed to determine the practice guide or program that best aligns.

Students Chosen for Interventions

Students will be chosen for interventions and supports based on the universal screener, MAP. Those scoring at the 35%ile and below will be identified, then selected to take a diagnostic to determine the intervention that best meets the student's need. The specific details of this process are outlined in a previous section.

Implementation Monitoring

School level initiatives will be monitored by school administration and district level support through walkthroughs and TKES evaluations. Ongoing support and coaching will be provided to ensure fidelity and enhance implementation. Formative data discussed during PLCs and reported by benchmarks will be analyzed to detect any concerns with implementation or need for further support.

Community and B-5 initiatives will be monitored through participation and surveys that will provide feedback on events. PALS data will also be analyzed to determine progress throughout the implementation. In the fall of each school term, GKIDS Readiness data will help determine additional needs and serve as a program evaluation piece for the PreK program.

Treutlen County Literacy Action Plan				
Vision: Preparing all students for success in life				
Belief: EVERY teacher impacts literacy, which is the foundation for success.				
Goal: Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement				
Focus: Implementing a guaranteed and viable literacy curriculum				
Implementation	Action Items	Measures	Resources	Outcome
Readers Workshop (K-8 ELA) (Dooley, 2017) Writers Workshop (K-8 ELA) (Dooley, 2017) Growing Readers (K-3 ELA)	Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students. • Implement essential components of lesson development (Chappius, 2009)	<u>GA Milestones</u> Percentage of students scoring: • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th	• Leveled readers • Classroom libraries • Reading record assessment kits • Document cameras • Devices • Explicit phonics instructional resources (tag board, sentence	Students will receive an evidence-based curriculum consistent with the science of reading that will ensure adequate delivery of the Georgia Standards of Excellence. (Project Purpose)

	<ul style="list-style-type: none"> • Adopt curriculum maps and priority standards for all content areas (How, p. 21) • Implement 90 minute ELA block (Project plan) 	<p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> • Percentage of students scoring at expected instructional reading level for grades K-3 	<p>strips, magnetic letters, letter sound cards, etc.)</p> <ul style="list-style-type: none"> • Supplies (chart paper, dry erase markers, student white boards, student book bags, journals, etc.) 	
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Focus: Evidence-based literacy instruction and high-leverage practices

Implementation	Action Items	Measures	Resources	Outcome
<p>Before Reading Think, During Reading Pause, After Reading Comprehension Independent Reading Strategies (K-12 All Content)</p>	<ul style="list-style-type: none"> • Ensure the use of evidence-based strategies and appropriate digital and print resources to support student learning of the state standards in all content areas • Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within the state standards. • Utilize all staff to promote literacy instruction (How, p. 14) • Individual teachers share at each board meeting/faculty meeting/school websites a new literacy strategy they've implemented (How, p. 9) • Peer observation of literacy strategies (WWC, Using Student Data) 	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> • 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> • Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> • Mentor text • PL books • resources and materials (chart paper, paper, notebooks, sentence strips, writing tools, etc.) 	<p>Students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program (e.g., dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, explicit vocabulary instruction) using a variety of engaging, high-quality texts. (Project Purpose)</p> <p>Students will receive evidence-based instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing) within content area courses to support disciplinary literacy using evidence-based delivery models as well as robust, engaging text. (Project Purpose)</p>

Focus: Coherent literacy-based assessments for data driven decisions

Implementation	Action Items	Measures	Resources	Outcome
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<p>Assessment system with screener, diagnostic, progress monitoring, and growth measure (K-12 ELA)</p>	<ul style="list-style-type: none"> Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) Implement professional learning communities (How, p.19) <p>See Assessment Data Analysis Plan, section 5 for further details.</p>	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> Developing and above in grades 3, 5, 8, and 9-12 Distinguished in grades 3, 4, 5, 6, 7, and 8 Typical and high growth Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> Reding Inventory Assessment DIBELS PALS PPV-T Reading Records 	<p>Teachers and leaders will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. (Project Purpose)</p>
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Focus: Advance literacy knowledge and practices to impact student growth

Implementation	Action Items	Measures	Resources	Outcome
<p>Job embedded professional learning opportunities</p> <p>Participation in regional and state-wide literacy institute's and PL opportunities</p>	<ul style="list-style-type: none"> Implement and monitor professional learning focus for teachers and leaders that strengthen their knowledge and understanding of content (How, p. 21) <p>See Professional Learning Plan, section 6 for details</p>	<ul style="list-style-type: none"> Increase the number of staff participating in job-embedded professional learning Increase effectiveness of professional learning as evidenced through positive student outcomes Implement credentialing process for professional learning 	<ul style="list-style-type: none"> Fidelity monitoring process Professional learning books for teachers Supplies (chart paper, markers, sticky notes, index cards, etc.) Online PL platform for posting and discussion 	<p>Teachers will engage in high-quality professional learning to build their competence in evidence-based practices in literacy instruction, delivery of content, and peer support. (Project Purpose)</p> <p>School leadership teams will engage in high-quality professional learning to build their competence in evidence-based practices for literacy instruction and evaluation of instructional performance. (Project Purpose)</p>

Provide equitable and innovative student services

Focus: Provide evidence-based interventions aligned to student needs and support the whole child

Implementation	Action Items	Measures	Resources	Outcome
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<p>Literacy Interventions (K-12 ELA)</p>	<ul style="list-style-type: none"> • Focus on identifying student areas of need (WWC, Using Student Data) • Align and implement intervention to student needs (How, p.15a) • Implement progress monitoring tools and other and effective practices for implementation (WWC, Using Student Data) • Identify and support struggling students through a student-centered support process at each school (WWC, Using Student Data) 	<ul style="list-style-type: none"> • Student progress in interventions 	<ul style="list-style-type: none"> • Intervention program • Data monitoring process • Intervention identification process • RTI meeting procedures 	<p>Interventions aligned to student needs</p>
<p>Parent workshops and distribution of literacy information</p>	<ul style="list-style-type: none"> • Invite community to participate in family literacy events at each school (How, p. 9) • Students and families receive books, resources, and opportunities to advance early literacy development (How, p. 9) 	<ul style="list-style-type: none"> • Increase community awareness and use of evidence-based strategies that promote early literacy and support children's growth and development 	<ul style="list-style-type: none"> • Books for at home reading with children and family (English and Bilingual) • WWC guide for parent engagement • Supplies (chart paper, invitations, markers, book bags, etc.) • Communication system for notifications 	<p>Students will have access to high-quality materials in both print and digital form, fiction and non-fiction, that support the Georgia Standards of Excellence in all content areas. (Project Purpose)</p>

Focus: Increasing awareness of strategies that promote early literacy

Implementation	Action Items	Measures	Resources	Outcome
<p>Participate in existing community events to provide literacy resources</p>	<ul style="list-style-type: none"> • Participate in existing community events to provide literacy resources (How, p. 9) • Include caregivers on the community literacy task force (How, p. 9) • Provide opportunities for parent and 	<ul style="list-style-type: none"> • Participation data • Parent surveys and feedback • Community Literacy Task 	<ul style="list-style-type: none"> • Literacy motivation materials • Informational brochures and pamphlets • Books for at home reading 	<p>School leadership teams will demonstrate commitment to literacy by convening partners (teachers, community organizations, families, students) to focus on literacy-related services and activities together. (Project Purpose)</p> <p>Community partners will demonstrate commitment to</p>

	<p>community workshops (How, p. 9)</p> <ul style="list-style-type: none"> • Invite community childcare caregivers to professional learning opportunities (How, p. 9) 		<ul style="list-style-type: none"> • Digital subscription for online reading materials • Communication system for notification 	<p>literacy by providing and supporting literacy-related activities and communications for families, youth, and children. (Project Purpose)</p>
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Explore and implement varied methods of effective communication

Focus: Establish and effectively communicate consistent expectations

Implementation	Action Items	Measures	Resources	Outcome
<p>Communication system for sharing information</p>	<ul style="list-style-type: none"> • Gather communication perception surveys • Aid in the assessment of current analytics of existing electronic tools used for communication <ul style="list-style-type: none"> ○ Website ○ Infinite Campus ○ One Call Now ○ Google • Use texting and notification services to promote school and community literacy events (How, p. 9) • Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Twitter, Facebook, district and school websites (How, p. 9) 	<ul style="list-style-type: none"> • Assess current state of stakeholder communication • Establish district guidelines for social media and other electronic forms of communication • Online response rate and feedback 	<ul style="list-style-type: none"> • Call out system • Online notification system • Text system • Social media accounts • Online PL system 	<p>Teachers will engage with local community partners to support literacy-related activities and communications for families, youth, and children. (Project Purpose)</p>

Leadership Team Members

- Leadership Team Members

Those involved in literacy planning at the school level included the following people.

- District Level Curriculum Support: Bradley Anderson / Trudie Jones
- Principal: Forest Edge
- Assistant Principal: Markeisha Middlebrooks
- Media Specialist: Ana Daughtry
- Grade level Representatives: Andrea Mills (6); Deborah Rowell (7); Wilma Bassett (8)

Evidence-Based Practices

Evidence-Based practices and strategies will be chosen based on level of evidence. Protocol for implementation of any initiative will begin with a search for the identified need. Resources such as What Works Clearinghouse and Evidence for ESSA will be reviewed to determine the practice guide or program that best aligns.

Students Chosen for Interventions

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Implementation Monitoring

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Treutlen County Literacy Action Plan				
Vision: Preparing all students for success in life				
Belief: EVERY teacher impacts literacy, which is the foundation for success.				
Goal: Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement				
Focus: Implementing a guaranteed and viable literacy curriculum				
Implementation	Action Items	Measures	Resources	Outcome
Readers Workshop (K-8 ELA) (Dooley, 2017) Writers Workshop (K-8 ELA) (Dooley, 2017)	<ul style="list-style-type: none"> • Use evidence-based differentiated instructional strategies that support diverse needs • Implement essential components of lesson development (Chappius, 2009) • Adopt curriculum maps and priority standards for all 	<u>GA Milestones</u> Percentage of students scoring: <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th 	<ul style="list-style-type: none"> • Leveled readers • Classroom libraries • Reading record assessment kits • Document cameras • Devices • Supplies (chart paper, dry erase markers, student white boards, 	Students will receive an evidence-based curriculum consistent with the science of reading that will ensure adequate delivery of the Georgia Standards of Excellence. (Project Purpose)

	<p>content areas (How, p. 21)</p> <ul style="list-style-type: none"> Implement 90 minute ELA block (Project plan) 	<p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<p>student book bags, journals, etc.)</p>	
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Focus: Evidence-based literacy instruction and high-leverage practices

Implementation	Action Items	Measures	Resources	Outcome
<p>Before Reading Think, During Reading Pause, After Reading Comprehension Independent Reading Strategies (K-12 All Content)</p>	<ul style="list-style-type: none"> Ensure the use of evidence-based strategies and appropriate digital and print resources to support student learning of the state standards in all content areas Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within the state standards. Utilize all staff to promote literacy instruction (How, p. 14) Individual teachers share at each board meeting/faculty meeting/school websites a new literacy strategy they've implemented (How, p. 9) Peer observation of literacy strategies (WWC, Using Student Data) 	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> Developing and above in grades 3, 5, 8, and 9-12 Distinguished in grades 3, 4, 5, 6, 7, and 8 Typical and high growth Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> Mentor text PL books resources and materials (chart paper, paper, notebooks, sentence strips, writing tools, etc.) 	<p>Students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program (e.g., dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, explicit vocabulary instruction) using a variety of engaging, high-quality texts. (Project Purpose)</p> <p>Students will receive evidence-based instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing) within content area courses to support disciplinary literacy using evidence-based delivery models as well as robust, engaging text. (Project Purpose)</p>

Focus: Coherent literacy-based assessments for data driven decisions

Implementation	Action Items	Measures	Resources	Outcome
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<p>Assessment system with screener, diagnostic, progress monitoring, and growth measure (K-12 ELA)</p>	<ul style="list-style-type: none"> Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) Implement professional learning communities (How, p.19) <p>See Assessment Data Analysis Plan, section 5 for further details.</p>	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> Developing and above in grades 3, 5, 8, and 9-12 Distinguished in grades 3, 4, 5, 6, 7, and 8 Typical and high growth Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> Reding Inventory Assessment DIBELS PALS PPV-T Reading Records 	<p>Teachers and leaders will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. (Project Purpose)</p>
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Focus: Advance literacy knowledge and practices to impact student growth

Implementation	Action Items	Measures	Resources	Outcome
<p>Job embedded professional learning opportunities</p> <p>Participation in regional and state-wide literacy institute's and PL opportunities</p>	<ul style="list-style-type: none"> Implement and monitor professional learning focus for teachers and leaders that strengthen their knowledge and understanding of content (How, p. 21) <p>See Professional Learning Plan, section 6 for details</p>	<ul style="list-style-type: none"> Increase the number of staff participating in job-embedded professional learning Increase effectiveness of professional learning as evidenced through positive student outcomes Implement credentialing process for professional learning 	<ul style="list-style-type: none"> Fidelity monitoring process Professional learning books for teachers Supplies (chart paper, markers, sticky notes, index cards, etc.) Online PL platform for posting and discussion 	<p>Teachers will engage in high-quality professional learning to build their competence in evidence-based practices in literacy instruction, delivery of content, and peer support. (Project Purpose)</p> <p>School leadership teams will engage in high-quality professional learning to build their competence in evidence-based practices for literacy instruction and evaluation of instructional performance. (Project Purpose)</p>

Provide equitable and innovative student services

Focus: Provide evidence-based interventions aligned to student needs and support the whole child

Implementation	Action Items	Measures	Resources	Outcome
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<p>Literacy Interventions (K-12 ELA)</p>	<ul style="list-style-type: none"> • Focus on identifying student areas of need (WWC, Using Student Data) • Align and implement intervention to student needs (How, p.15a) • Implement progress monitoring tools and other and effective practices for implementation (WWC, Using Student Data) • Identify and support struggling students through a student-centered support process at each school (WWC, Using Student Data) 	<ul style="list-style-type: none"> • Student progress in interventions 	<ul style="list-style-type: none"> • Intervention program • Data monitoring process • Intervention identification process • RTI meeting procedures 	<p>Interventions aligned to student needs</p>
<p>Parent workshops and distribution of literacy information</p>	<ul style="list-style-type: none"> • Invite community to participate in family literacy events at each school (How, p. 9) • Students and families receive books, resources, and opportunities to advance early literacy development (How, p. 9) 	<ul style="list-style-type: none"> • Increase community awareness and use of evidence-based strategies that promote early literacy and support children's growth and development 	<ul style="list-style-type: none"> • Books for at home reading with children and family (English and Bilingual) • WWC guide for parent engagement • Supplies (chart paper, invitations, markers, book bags, etc.) • Communication system for notifications 	<p>Students will have access to high-quality materials in both print and digital form, fiction and non-fiction, that support the Georgia Standards of Excellence in all content areas. (Project Purpose)</p>

Focus: Increasing awareness of strategies that promote early literacy

Implementation	Action Items	Measures	Resources	Outcome
<p>Participate in existing community events to provide literacy resources</p>	<ul style="list-style-type: none"> • Participate in existing community events to provide literacy resources (How, p. 9) • Include caregivers on the community literacy task force (How, p. 9) • Provide opportunities for parent and 	<ul style="list-style-type: none"> • Participation data • Parent surveys and feedback • Community Literacy Task 	<ul style="list-style-type: none"> • Literacy motivation materials • Informational brochures and pamphlets • Books for at home reading 	<p>School leadership teams will demonstrate commitment to literacy by convening partners (teachers, community organizations, families, students) to focus on literacy-related services and activities together. (Project Purpose)</p> <p>Community partners will demonstrate commitment to</p>

	community workshops (How, p. 9) <ul style="list-style-type: none"> • Invite community childcare caregivers to professional learning opportunities (How, p. 9) 		<ul style="list-style-type: none"> • Digital subscription for online reading materials • Communication system for notification 	literacy by providing and supporting literacy-related activities and communications for families, youth, and children. (Project Purpose)
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Explore and implement varied methods of effective communication

Focus: Establish and effectively communicate consistent expectations

Implementation	Action Items	Measures	Resources	Outcome
Communication system for sharing information	<ul style="list-style-type: none"> • Gather communication perception surveys • Aid in the assessment of current analytics of existing electronic tools used for communication <ul style="list-style-type: none"> ○ Website ○ Infinite Campus ○ One Call Now ○ Google • Use texting and notification services to promote school and community literacy events (How, p. 9) • Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Twitter, Facebook, district and school websites (How, p. 9) 	<ul style="list-style-type: none"> • Assess current state of stakeholder communication • Establish district guidelines for social media and other electronic forms of communication • Online response rate and feedback 	<ul style="list-style-type: none"> • Call out system • Online notification system • Text system • Social media accounts • Online PL system 	Teachers will engage with local community partners to support literacy-related activities and communications for families, youth, and children. (Project Purpose)

Leadership Team Members

- **Leadership Team Members**

Those involved in literacy planning at the school level included the following people.

- District Level Curriculum Support: Bradley Anderson / Trudie Jones
- Principal: Forest Edge
- Assistant Principal: Markeisha Middlebrooks
- Media Specialist: Ana Daughtry
- Grade level Representatives: Miriam Grimes; Lisa Byrd; Kregg Ricks

Evidence-Based Practices

Evidence-Based practices and strategies will be chosen based on level of evidence. Protocol for implementation of any initiative will begin with a search for the identified need. Resources such as What Works Clearinghouse and Evidence for ESSA will be reviewed to determine the practice guide or program that best aligns.

Students Chosen for Interventions

Students will be chosen for interventions and supports based on the universal screener, MAP. Those scoring at the 35%ile and below will be identified, then selected to take a diagnostic to determine the intervention that best meets the student's need. The specific details of this process are outlined in a previous section.

Implementation Monitoring

School level initiatives will be monitored by school administration and district level support through walkthroughs and TKES evaluations. Ongoing support and coaching will be provided to ensure fidelity and enhance implementation. Formative data discussed during PLCs and reported by benchmarks will be analyzed to detect any concerns with implementation or need for further support.

Community and B-5 initiatives will be monitored through participation and surveys that will provide feedback on events. PALS data will also be analyzed to determine progress throughout the implementation. In the fall of each school term, GKIDS Readiness data will help determine additional needs and serve as a program evaluation piece for the PreK program.

Treutlen County Literacy Action Plan				
Vision: Preparing all students for success in life				
Belief: EVERY teacher impacts literacy, which is the foundation for success.				
Goal: Provide all students a relevant and rigorous curriculum focused on standards and improving student achievement				
Focus: Implementing a guaranteed and viable literacy curriculum				
Implementation	Action Items	Measures	Resources	Outcome
Reading and Writing Across the Content (9-12 All Content) (WWC, Adolescent Lit)	<ul style="list-style-type: none"> • Use evidence-based differentiated instructional strategies that support diverse needs • Implement essential components of lesson development (Chappius, 2009) • Adopt curriculum maps and priority standards for all 	<u>GA Milestones</u> Percentage of students scoring: <ul style="list-style-type: none"> • Developing and above in grades 3, 5, 8, and 9-12 • Distinguished in grades 3, 4, 5, 6, 7, and 8 • Typical and high growth • Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th 	<ul style="list-style-type: none"> • Leveled readers • Classroom libraries • Reading record assessment kits • Document cameras • Devices • Supplies (chart paper, dry erase markers, student white boards, 	Students will receive an evidence-based curriculum consistent with the science of reading that will ensure adequate delivery of the Georgia Standards of Excellence. (Project Purpose)

	<p>content areas (How, p. 21)</p> <ul style="list-style-type: none"> Implement 90 minute ELA block (Project plan) 	<p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<p>student book bags, journals, etc.)</p>	
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Focus: Evidence-based literacy instruction and high-leverage practices

Implementation	Action Items	Measures	Resources	Outcome
<p>Before Reading Think, During Reading Pause, After Reading Comprehension Independent Reading Strategies (K-12 All Content)</p>	<ul style="list-style-type: none"> Ensure the use of evidence-based strategies and appropriate digital and print resources to support student learning of the state standards in all content areas Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within the state standards. Utilize all staff to promote literacy instruction (How, p. 14) Individual teachers share at each board meeting/faculty meeting/school websites a new literacy strategy they've implemented (How, p. 9) Peer observation of literacy strategies (WWC, Using Student Data) 	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> Developing and above in grades 3, 5, 8, and 9-12 Distinguished in grades 3, 4, 5, 6, 7, and 8 Typical and high growth Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> Mentor text PL books resources and materials (chart paper, paper, notebooks, sentence strips, writing tools, etc.) 	<p>Students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program (e.g., dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, explicit vocabulary instruction) using a variety of engaging, high-quality texts. (Project Purpose)</p> <p>Students will receive evidence-based instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing) within content area courses to support disciplinary literacy using evidence-based delivery models as well as robust, engaging text. (Project Purpose)</p>

Focus: Coherent literacy-based assessments for data driven decisions

Implementation	Action Items	Measures	Resources	Outcome
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<p>Assessment system with screener, diagnostic, progress monitoring, and growth measure (K-12 ELA)</p>	<ul style="list-style-type: none"> Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) Implement professional learning communities (How, p.19) <p>See Assessment Data Analysis Plan, section 5 for further details.</p>	<p><u>GA Milestones</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> Developing and above in grades 3, 5, 8, and 9-12 Distinguished in grades 3, 4, 5, 6, 7, and 8 Typical and high growth Lexile at or above the Lexile band on Milestones for grades 3, 5, 8, and 11th <p><u>Measures of Academic Progress Percentage</u> Percentage of students scoring:</p> <ul style="list-style-type: none"> 75th NPR on NWEA MAP <p><u>Reading Record Assessment</u></p> <ul style="list-style-type: none"> Percentage of students scoring at expected instructional reading level for grades K-3 	<ul style="list-style-type: none"> Reding Inventory Assessment DIBELS PALS PPV-T Reading Records 	<p>Teachers and leaders will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. (Project Purpose)</p>
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Focus: Provide evidence-based interventions aligned to student needs and support the whole child

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