Application: Union County Schools B-5 LIFE Plan

Paula Davenport - pdavenport@ucschools.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000149
Last submitted: Feb 10 2020 11:28 AM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Union County Schools

District Contact Information

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

Name	Paula Davenport
Position	Asst. Supt.
Email	pdavenport@ucschools.org
Phone	706-745-2322

Grant Fiscal Agent MOU

Please upload your completed Grant **Fiscal Agent MOU**. You can find this document on the L4GA Grant website.

UnionCountyMOU.pdf

Filename: UnionCountyMOU.pdf **Size:** 270.1 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.

UnionCountyConflictofInterest.pdf

Filename: UnionCountyConflictofInterest.pdf **Size:** 258.2 kB

Previous Grantee

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

> 2013

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

UnionCountyDistrictNarrative1.pdf

Filename: UnionCountyDistrictNarrative1.pdf **Size:** 341.6 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.

UnionCountyManagementPlan2.pdf

Filename: UnionCountyManagementPlan2.pdf **Size:** 112.4 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)

UnionCountyNeedsAssess3.pdf

Filename: UnionCountyNeedsAssess3.pdf **Size:** 121.0 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)

UnionCountyProjectGoalsObjectivesActivities4.pdf

Filename: UnionCountyProjectGoalsObjectivesActivities4.pdf **Size:** 134.0 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

UnionCountyAsssessmentDataAnalysis5.pdf

Filename: UnionCountyAsssessmentDataAnalysis5.pdf **Size:** 91.3 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.)

UnionCountyProfessionalLearning6.pdf

Filename: UnionCountyProfessionalLearning6.pdf **Size:** 88.4 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

UnionCountyResourcesStrategiesMaterials7.pdf

Filename: UnionCountyResourcesStrategiesMaterials7.pdf **Size:** 116.4 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

UnionCountyBudgetSummary9.pdf

Filename: UnionCountyBudgetSummary9.pdf **Size:** 82.0 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

partner_letters.pdf

Filename: partner_letters.pdf **Size:** 3.0 MB

UnionCountyReferenceSheet.pdf

Filename: UnionCountyReferenceSheet.pdf **Size:** 124.9 kB

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	Union County Schools
School or Center Name	Union County Schools B-5 LIFE Plan
System ID	744
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

9

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Millie Owenby
Position	Principal
Email	mowenby@ucschools.org
Phone	706-745-5450

L4GA 2019 School Contact

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

Name	Paula Davenport
Position	Asst. Supt.
Email	pdavenport@ucschools.org
Phone	7067452322

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

UnionCountyBirthto5plan

Filename: UnionCountyBirthto5plan.pdf **Size:** 170.4 kB

School Name:
Union County Birth to Five

School Level Foundation & Past Initiatives

A. Introduce Your B-5 Community**:**

Union County Primary School (UCPS) is a Title 1 school located in Blairsville, Georgia, in rural northeast Georgia. UCPS is comprised of the Union County Bright From the Start Pre-K program, a Special Education Preschool serving 3 and 4 year olds, and kindergarten through second grades. UCPS currently serves 717 students of which, 58.13% receive free and/or reduced lunches. The Pre-K program is sponsored by Bright From the Start (BFTS) and follows a combination of BFTS and UCPS guidelines and procedures. The location of the program ensures a seamless transition to Kindergarten for approximately 120 of approximately 200 students entering Kindergarten each year.

The Union County Pre-K consists of six classrooms, with professionally qualified certified teachers and are housed inside the UCSP, utilizing the primary school's media center, cafeteria, playground, and all other amenities at the primary school. All classrooms have a certified lead teacher and a paraprofessional. Two PreK classrooms are Inclusion/Co-taught classrooms which benefit from the addition of a Special Education teacher and paraprofessional. The Early Intervention Program (EIP) provides students with academic support from additional paraprofessionals within the regular Kindergarten classroom. Pre-K classrooms do not receive this additional support, however, they have two Inclusion/Co-Teaching classrooms.

Community Early Childhood Programs in Union County consist of private daycare centers and Headstart programs which serve approximately 350 children. Union General Hospital operates a daycare facility including one Pre-K class and daycare for younger children. First United Methodist Church sponsors an early learning program 3 half days a week. Ninth-district Opportunity oversees the one Head-Start Program in the county. There are various other small private daycare centers/providers within the county.

The community, at large, mirrors the poverty levels of the school system (50+percent). Industry is non-existent in the area and the geographical location (Appalachian Mountain chain) isolates the area from larger cities. The area is picturesque and has a high volume of retired residents from other states.

The average class size of UCS is 200 students per grade, and, thus, it is estimated that there are approximately **1000 total children county-wide in the B-5 age range.**

UCPS Table

Grade	**Total Number of Classes**	**Average Class Size**	**Inclusion/ Co-Teaching Classrooms**	**Total Students**
Special Education ages 3 and 4	2	10	N/A	20
Pre-K	6	20	2	120
Kindergarten	9	22	2	198

				(5-6 year olds

Community Daycares Table

Child Care Center	Total Number of Children	Number of Four Year Olds
His Lambs Our Lambs (private)	20	15
Ms. Julie's Daycare (Private)	60	5
Union General Hospital Daycare (Private)	130	28
Union County Head Start (Non-profit)	34	17
United Methodist Church Child Enrichment Center (Non-profit)	66	19

*Woody Gap School (WGS) lacks a Pre-K program and currently has 3 students in Kindergarten. All students are served through a multi-grades per classroom model due to the low enrollment. Student data analysis for WGS' K-12 students have been included in all UCS LIFE (L4GA) applications.

Past Initiatives:

Union County Pre-K currently operates under the BFTS guidelines and follows the reading/writing components of GELDS, and assessment data is uploaded into the WSO program. The Union General Hospital Daycare has one BFTS classroom and follows the same curriculum and guidelines as the UCPS Pre-K program. Headstart follows High Scope (active learning) as their primary curriculum and Frog Street, and Handwriting Without Tears as their secondary curriculums. The private daycares do not use a set curriculum, and children are taught through play, songs, art, and various other techniques.

Pre-K pledges to continue to provide social, emotional, behavioral, and academic support for all of our students to ensure they reach their full potential. Because UCPS sees the impact GA Systems of Continuous Improvement has on sustainability of developing the whole child, we have implemented Second Step and MindSet to ensure the success and safety of our Pre-K students.

UCPS is proud to have maintained a four-star CCRPI climate rating since SY14.

School Literacy Leadership Team:

Team Member	Role	Contact Info
Amanda Chambers	Asst. SpEd. Director/Pre-K Director	achambers@ucschools.org
Melissa Collins	Kindergarten Teacher	mcollins@ucschools.org
Holly Cook	Pre-K Teacher	hcook@ucschools.org
Casey Potts	Media Specialist	cpotts@ucschools.org
Carol Underwood	Pre-K Teacher	cunderwood@ucschools.org
Mary Beth Moss	Head Start Director	mbmoss@townscountyschools.org
Leslie Daniel	Union General Hospital Daycare	lesliedaniel@uniongeneral.org

Community Literacy Assessment & UCS Needs Assessment

The 2020 GA Literacy Plan Needs Assessment was completed by various stakeholder, UCPS staff members, community early learning centers, and Union County Head Start. This data is being used to assess current literacy practices, determine future literacy action steps, and to drive this grant application.

The district needs assessment which drives PK-12 instruction consists of three main goals: Increase student achievement, improve climate and culture, and increase stakeholder engagement. The Community Literacy Assessment revealed the community valued education and had many positive comments about the UCS district. Other findings the assessment pinpointed was a lack of involvement/collaboration between the B-5 community and the school system, lack of professional training for B-5 caregivers, and lack of resources to provide strategic literacy instruction.

B. **How will the literacy team:**	
(1) Coordinate Comprehensive Literacy Instruction	
Current Practices	**Needs Assessment Indicators**

>School-wide literacy block >Reading Readiness- Pre-K >Story Time in UCPS Library >UCSHELP - after school literacy remediation >WSO and Instructional Quality Guides (Pre-K)	>Inconsistent implementation of all components of balanced literacy (specifically, explicit phonics and phonemic instruction) >Lack of professional learning for best practices & balanced-literacy components/strategies >Lack of literacy cross-curricular instruction >Lack of collaboration across grades community >Lack of stakeholder engagement (daycares, Head Start, etc) >Lack of research/evidence based literacy interventions that meet literacy skill deficits >Lack of literacy resources for childcare providers and economically disadvantaged families

Action Steps:
>Establish pre-planning, mid-year, and post-planning schedule with community educational partners to analyze data and needs
>Improve communication between UCPS and community education partners by attending the scheduled LIFE meetings
>Allow input from community early learning education partners
>Schedule literacy professional development (PD) in conjunction with UCS professional development days for early learning partners and UCPS staff
>Continue to develop the LIFE website so that it is a vibrant, informational hub for parents, community and the school system
>Provide needed literacy resources for reading and writing for young children

(2-A) Community Activities

UCPS plans to continue to invite and involve community members and parents in a variety of ways. This list includes but is not limited to the following:

Community Asset	Literacy Opportunities
Union County Public Library	>Sponsors summer reading programs and public story time >Encourages and assists students with obtaining a library card and utilizing public library literacy resources >Opportunities to check out books
Chick Fil A	>Sponsors Chick-Fil-A Essential Values Program >All Pro Dad's Day
Community Stakeholders	>Listen to students read >Conduct classroom read alouds as well as grade-level story times >Guest speakers

Parent Liaison	**>**Coordinates volunteers and organizes for various literacy activities >Keeps parents informed and involved in before/during/after school events >Newsletters, Social Media, Celebrations
Family Connection	**>**Coordinates volunteers and supplies for families in need >Goodies From the Heart-nonperishable food items for students in need >Mentors >Liaison for parents of special needs children
Literacy Activities occur throughout the school year in coordination with early learning centers	**>**Literacy Themed Family Night **>**Visiting Authors/Illustrators **>**Student Showcases >Monthly reading initiatives >Craddock Center (Pre-K)
Parent Involvement Opportunities	**>**Early Literacy Skills >'How to' quick videos posted to LIFE website **>**Webinars thru Pioneer RESA >Pre-K Curriculum Orientation
Misc. National Programs	>National Read Across America Day
Local Businesses (Wendy's, Waffle House, Bank of the Ozarks, United Community Bank, First Baptist Church, etc.)	**>**Provide various rewards for literacy incentives
School to home communication	>Social media (Facebook, Instagram, Remind, Etc.) >Newsletters >Agendas >Signage/Banners/etc. >LIFE website

(2-B) Literacy Assessments to Launch

Current Practices	Needs Assessment Indicators
>Monitoring developmental checklists between periods in Work Sampling Online (WSO) (Pre-K)	>Lack of established data management tools for progress monitoring that can be shared among teachers involved in student progress >Inconsistent data analysis >Lack of a consistent schedule and adequate number of proctors or substitute coverage to

	administer assessments >Lack of Literacy Coach to assist with test administration, data management, PD, and cross grade collaboration >Lack of PALS and PPVT 4 assessments >Lack of PD in administering the PALS and PPVT assessments

Action Steps:
>Implement the following action steps with qualified B-5 Literacy Coach
>Schedule administration of PALS (3x per year) and PPVT 4 (2x per year) with additional proctors and/or substitute coverage for 4 year olds
>Initiate PD for administration and data analysis of the PALS and PPVT 4 assessments
>Schedule as needed collaboration among teachers on WSO assessment consistency (Pre-K)
>Provide PD for linking data analysis to balanced-literacy strategies

(3) Monitor and Improve Implementation

Current Practices	Needs Assessment Indicators
>WSO and Instructional Quality Guides (Pre-K)	>Lack of collaboration across grades and community educational partners (daycares, Head Start) >Lack of "parent friendly" communication with the ESOL population >Lack of Literacy Coach

Action Steps:
>Hire a qualified Literacy Coach for Birth to Grade 5
>Establish data analysis schedule with community early learning educational partners within the LIFE scheduled meetings
>Improve communication between UCPS and community early learning educational partners through vertical planning and PD workshops
>Allow input from community early learning educational partners
>Improve school/home communication with the ESOL population through multi-language flyers, newsletters, social media posts, and Family Nights, etc.

C. **How research-based practices and activities will be selected (Include evidence-based Prof Dev practices)?**

>An appropriate audience will be identified for Professional Development (PD)
>Based on Georgia State University's Best Practices, meaningful and relevant services will be determined
>UCS PD Coordinator will oversee consistent delivery of PD and provide follow up support
>Data collection taken throughout the PD
>Teachers and childcare providers will receive instruction on effective teaching practices and evidence based practices
>Utilize Pioneer RESA and Georgia Bright From the Start as PD providers

D. How to:
(1) identify students for literacy intervention or other support services,
(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?

Current Practices	Needs Assessment Indicators
>Work Sampling Online (Pre-K) >Students will be identified for literacy intervention or other support services through teacher/peer interactions	>Lack of collaboration between community early learning centers and Pre-K to identify students in need of literacy intervention based on caregiver and teacher observations >Lack of literacy assessment tools for early learners such as PPVT 4 and PALS >Lack of assessment PD for community daycares >Failure to use district strategic plan to drive literacy outcome improvements

Action Steps:
> Common assessment tools (PPVT 4, PALS, WSO) will be utilized in collaboration with community early learning centers and Pre-K, in order to meet the needs of the whole child
>PreK and K will vertically collaborate on an established schedule with early learning centers to determine needs for PD in emerging literacy
>Create set schedule for administering PALS, PPVT, and WSO to early learning center students and PreK
>Establish collaboration opportunities (meetings, celebrations, joint PD, etc.) between HeadStart, community early learning centers, Pre-K, K, Literacy Coach, and other stakeholders
>Use district strategic plan and resources to improve literacy outcomes for the development of the whole child

(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?

The district system plan (goals) directly aligns with improving literacy outcomes in several ways.
1) Improve age appropriate student achievement by focusing on evidence based practices to improve literacy skills.
2) Promote a welcoming environment for all stakeholders to improve culture and climate with a focus on economically disadvantaged families.
3) Increase stakeholder communication and engagement by increasing partnerships between district and community.
4) Improve professional development to meet the needs of the whole child, including data analysis of achievement data.

These goals are to be met by increasing collaboration between Pre-K and Kindergarten staff, early learning educational partners, and other stakeholders. This improved collaboration effort will increase the academic achievement of students ages Birth to Five and ensure that all of our students' social/emotional needs are met. This will also ensure strength and continuity between early learning

education partners and Union County Primary School. Providing resources to families with young children will provide opportunities to increase communication between the caregiver and the child to build early language development.

Success for All
We prepare ALL students for success.

2018-2022 Strategic Plan Strategy Map

Union United

Unite parents, schools and communities
Nurture a passion for learning
Invest in each other
Think, talk and act positively
Exhibit employability traits
Develop intellectual, moral, civic and creative individuals

- Improve employability and soft skills of students + Improve attendance for staff and students + Improve cross-discipline/grade level staff collaboration + Increase student mastery of standards → **Student Achievement**
- Improve school climates to reflect "Union United" + Foster inclusive and equitable culture + Ensure a welcoming environment for all stakeholders + Ensure safe and supportive learning environments for all students and staff → **Culture and Climate**
- Define clear roles, responsibilities and expectations + Improve transparency of district performance + Improve security for all + Improve access to staff development for each department → **Organizational Excellence**
- Utilize a variety of communication strategies (internal and external) + Increase partnerships between district and community + Increase stakeholder engagement → **Stakeholder Communication and Engagement**

E. How to monitor the implementation and effectiveness of services? (Include How will you measure outcomes?)

Current Practices	Needs Assessment Indicators
>Pre-K supports a balanced-literacy instructional design to develop the whole child >Age appropriate writing opportunities are given weekly across the curriculum. (Pre-K) >School-wide literacy continuum.	> Lack of collaboration between early learning centers and PreK and K to obtain a balanced-literacy instructional design >Age appropriate writing opportunities are given weekly across the curriculum in early learning centers

Action Steps:
>Ensure Literacy intervention implementation and effectiveness will be specific, measurable, achievable, realistic and timed. (SMART).

> >Follow LIFE scheduled meetings for collaboration between early learning centers, PreK and K teachers, and stakeholders to develop a foundational plan for building literacy skills
> >Follow up collaboration between early learning centers, UCPS, and stakeholders to discuss assessment outcomes, identify weaknesses, and to build strengths.
> >Outcomes from the B-5 community will be measured with the required L4GA assessments. It is desired that the grant will help Union County children to develop a love for literacy that will serve them the remainder of their lives.

*See district reference sheet for a complete list of references.

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

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

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

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)
_____

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

John E. Hill   **Superintendent**
_____

Typed Name of Fiscal Agency Head and Position Title

February 7, 2020
_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

_____

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

_____

Date

N/A
_____

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 <u>implementation plan</u>, 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: _Paula Davenport

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

Address: _____124 Hughes Street

City: Blairsville , GA   Zip: 30512

Telephone: (706-745-2322 Ext:1524   Fax: 706-745-5025

E-mail: pdvenport@ucschools.org

_____

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

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

Date: February 7, 2020

Section 6 Professional Learning Strategies Identified on Basis of Need

      UCS Literacy is For Everyone (LIFE) (L4GA) plan would charge educators, partners, parents, and birth to five stakeholders to follow through with the plan of action included in this grant to meet the needs of all Union County children B-12. The literacy plan includes quality professional development for all staff members, a comprehensive outreach to parents and community stakeholders, and an extension of professional development opportunities to early care providers within the community. The LIFE Team and UCS will invest in the learning not only of students, but also of teachers, principals, district staff, superintendents (and cabinet members), school board members, parents, and community stakeholders which support the district's vision of "Success for ALL." Progress and success will depend on the leverage of extensive opportunities to learn and implement more effective, research-based practices to engage students in learning challenging materials. The district office will provide the needed resources, including various professional learning (specific to audience), time allocation for collaborative planning, coaching support, online resources, and any other support deemed allowable and necessary.

      Based on current initiatives, proposed initiatives, comprehensive needs assessment data, student achievement data, L4GA requirements, and leadership focus groups, UCS has identified priorities for future literacy professional development (PD) topics:

Name	Audience	Providers
GAEL Leadership Institute with Instructional Leader & Author, Sherry St. Clair	Program Directors, Literacy Coach, Team Leads	GAEL
GA ELA Standards of Excellence	K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Outside Providers, P-20 Partners, School Literacy Leaders, and ELA Teachers, Literacy Coach
High Level Best Practices and Evidence Based Literacy Strategies (Including Balanced Literacy Components, Writers Workshop,	K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Outside Providers, P-20 Partners, School Literacy Leaders, RESA, Literacy Coach

Vocab, Fluency, Comprehension, Decoding, Cross Curricular Writing, Common Rubrics, Intervention Strategies/Tools, Phonics, Phonemic Awareness, Best Practices, Book Studies, Differentiated Instruction, Small Groups, etc.)		
B-5 Literacy Components, Including Assessment Analysis, B-5 Best Practices and Evidenced Based Literacy Strategies	B-5 Stakeholders PK & K Teachers	Outside Providers, P-20 Partners, School Literacy Leaders, RESA, ELA Teachers, Literacy Coach
Any New Product/Program/Initiative Training	B-5 Stakeholders K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Provider of Product Trainers and Webinars, Literacy Coach
Universal Screeners, Benchmarks, Diagnostic Data, Progress Monitoring, Data Usage and Analysis, Assessments Training (Dibels, PALS, PPVT 4, RI, Milestones, etc) (All will be used to gauge learning, modify practice, and target resources and support)	B-5 Stakeholders K-12 Teachers All Reading Teachers ELL Teachers CTAE Teachers SPED Teachers	Provider of Product Trainers, Webinars, School Literacy Leaders, Literacy Coach, RTI Team
Strategies for Inclusion and ELL Instruction (SWD)	B-5 Stakeholders K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	RESA, P-20 Partners, School Leaders, Outside Consultants, Literacy Coach
Whole Child Strategies (Parenting Classes, nutrition, Social Emotional Learning, Second Step, Georgia Best, Behavior Intervention, Mindset, etc)	B-5 Stakeholders K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Outside Providers, P-20 Partners, School Literacy Leaders, RESA, Union General Hospital, School Experts, Literacy Coach, Georgia Best & Second Step Lead Teachers

Effective Use of Technology	B-5 Stakeholders K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Outside Providers, P-20 Partners, Teacher Experts
Other Topics of Interest to Stakeholders (TBD)	B-5 Stakeholders K-12 Teachers ELL Teachers CTAE Teachers SPED Teachers	Outside Authors, Teacher Experts, Admins, P-20 Partners
Google Suite of Products, Use of Electronic Communication Professional Development (Including PL on Union Co LIFE Website) (Recorded meetings, Webinars, Discussion Boards	B-5 Stakeholders K-12 Teachers Community Members ELL Teachers CTAE Teachers SPED Teachers	Outside Providers, P-20 Partners, Community Members, Teacher Experts, RESA, Technology Leaders

"Children learn to read by a variety of materials and methods . . . No one approach is so distinctly better in all situations and respect than the other that it should be considered the one best method and the one to be used exclusively" (Bond & Dykstra, 1967/1997, p. 146). For this reason, UCS will employ a variety of modes in delivering quality professional development opportunities to teachers, administrators, families, and other stakeholders. Since UCS is located in a geographically remote area (two hours from a major metropolitan city), practicality calls for the utilization of various online and in-house consultant-led professional development models when possible. A significant frame of time will be set aside in an effort to conduct meaningful professional development (including PLCs) that is differentiated to meet the various roles educators will play in the literacy initiative. This will permit participation in professional learning activities geared toward a better understanding of literacy-based instructional strategies, promoting reading and writing in all content areas, assimilating student data, individualizing coaching, and differentiating support. Teachers in subject areas outside of language arts will receive training in implementing reading and writing strategies that will not only incite a genuine

love for reading, but will also enhance content-specific standards and promote critical thinking and creative expression of ideas among students. UCS will establish a culture of literacy with external stakeholders, partners, and families on literacy-rich activities and celebrations of successes.

The upcoming school calendar provides additional PD days to allow for more common planning both horizontally and/or vertically with other teachers within the school system. In addition, teachers are afforded protected time cycles for PLC collaboration on a school established basis.

During the grant's first year of implementation, the LIFE meetings encompassing all stakeholders will be held quarterly and at least twice per year thereafter. The individual school's literacy team will meet semi-monthly to review literacy progress, evaluate professional learning, discuss needs, and analyze data. The ability to share electronically and work collaboratively will allow constant communication. Data will be shared with schools and the district office, and school staff will be given opportunities to respond and provide input on objectives and initiatives. Professional Learning Communities also will serve as a mode of disseminating information, discussing best practices, analyzing data, making decisions, and gaining additional input from staff.

To measure the effectiveness of the professional development, feedback logs, surveys, and data analysis of scores will be used. S.M.A.R.T. goals will be developed to measure the effectiveness of professional development. Professional development funds from the grant will ensure that all staff and early learning providers are equipped with the skills and knowledge to enhance early language and literacy development, use of assessments, and pre-reading development of young children through evidence based teaching strategies. Reading material provided through the grant will provide a literacy rich environment, particularly for those from low income families.

<u>Section 5 Assessment/Data Analysis Plan</u>

        UCS embraces the whole-child approach and draws from a variety of sources in meeting the individual needs of each child. The whole child model, launched in 2014 by ASCD and The Center for Disease Control (CDC), asserts that each child within a community and school deserves to be healthy, safe, engaged, supported, and challenged (www.wholechildeducation.com).

        UCS employs a variety of measures throughout the span of a child's development to inform data-based decision making and to assess how well students acquire skills and knowledge (see Figure 5.1). Birth-age 5 will be a new focus. The initial Pre-K and Kindergarten screening process, performed the first few weeks of school, indicates that many students are not meeting age-appropriate expectations. Programs (e.g., Child Find and Babies Can't Wait) seek to identify families in need of support and provide essential assistance in a timely manner.

Table 5.1

What	Who	When	How
Child Find	All children	Ongoing	Self or community reported
Babies Can't Wait (SPED)	Infants and Young Children	Ongoing	Self or community reported
Hearing, Vision, Height, Weight, BMI, and Dental Screening (GA Form 3300)	All children	Upon entering GA school	Health Dept. or Family Physician
UCS Nutrition Program (Provides official school poverty data)	Pre-K - Grade 12 All families seeking assistance providing school food at free/reduced cost	Ongoing	Nutrition Director makes forms available to schools and provides assistance for form completion
School Nurse Logs	Pre-K - Grade 12	Ongoing	Documents students' health issues

Union County Health Dept	Individuals seeking assistance with immunizations, WIC food vouchers, dental & vision screening	Ongoing	Self and community referrals
SPED Arena Assessments	Pre-K	Ongoing	
GKids 2.0 Readiness Checklist	Grade K	Upon entering kindergarten	Completed by teachers within first 30 days of school
GKids 2.0	Grade K	Throughout year	Completed by K teachers
K Readiness Screener	Grade K	Within 21 days upon entering kindergarten	Completed by K teachers
DIBELS-Next (Acadience Screener)	Grades K-3	3x per year	Teachers test students
Measures of Academic Progress (MAP)	Grades K-8	3x per year	Students take online in classrooms
Houghton Mifflin Harcourt Reading Inventory (RI)	Grades 3-11	Three times per year	Students take online in classrooms
Milestones (End-of-Grade)	Grades 3-8	End of grade	School Test Coordinator follows GaDOE protocol
Milestones (End-of-Course)	Grades 9-12; 8th graders taking HS credit	End of course/semester (For courses required by GaDOE)	School Test Coordinator follows GaDOE protocol
Response To Intervention (RTI)	K-12	Tier 3 students-weekly Tier 2-every other week	Classroom and/or RTI Teachers
Phonological Awareness Literacy Screener (PALS)	PreK & 4 year olds in daycare	Three times per year	Teachers test students
Peabody Picture Vocabulary Test (PPVT-4)	PreK & 4 year olds in daycare	Two times per year	Teachers test students
Work Sampling Online (BFTS)	Pre-K	Ongoing	Teachers test students

At this time, we do not have access to records pertaining to screening or assessments performed in private day-care centers with the exception of the Child Find federal requirement. However, informal conversations with community day-care facilities indicate there is consistent communication with parents and caregivers when areas of concern arise. Once a child enrolls in school, multiple assessment measures are utilized to assist school personnel in providing a student-centered learning environment. In August, 187 kindergartners took Measures of Academic Progress (MAP) (Northwest Evaluation Association). The results are as follows:

Low	%ile < 21%	5%
Low Average	%ile 21- 40	26%
Average	%ile 41- 60	38%
High Average	%ile 61- 80	17%
High	%ile > 80%	11%

This data gives the district the ability to begin predicting for Milestones in 3rd grade and to begin addressing weaknesses. For instance, students in 3rd grade scoring above 60%, based on MAP data, are predicted to score Proficient or Distinguished. Students scoring below 60% may well fall in the Beginning or Developing categories; the chart would indicate 70% of UCS kindergartners could fall into those categories unless interventions and evidence-based teaching strategies are incorporated into daily teaching activities. The four domains tested in Kindergarten are 1) Language and Writing, 2) Vocabulary Acquisition and Use, 3) Foundational Skills, and 4) Reading Literary and Informational. Results indicate the lowest domain for UCS Kindergartners is Language and Writing with Foundational Skills falling closely behind which indicates the need to address early learning skills within the birth to age 5 range. The teacher created screener and the GKIDS Readiness Check provide meaningful information, enabling

teachers to provide personalized instruction. Likewise, the GKIDS 2.0 evaluates foundational strengths and weaknesses for each student throughout the kindergarten year.

Current Pre-K students are given the WSO, and additional assessments requested by L4GA for 4 year olds are PALS (3x per year) and PPVT 4 (2x per year). PALS measures phonological awareness and early literacy skills such as alphabet letters and sounds, beginning letter sounds, and rhyme sets. This assessment costs approximately $9.00 per student per year. PPVT 4 measures receptive and expressive vocabulary performance and costs approximately $1600 per teacher for the kits for the first year (7 teachers). Individual score reports are $4.00 each per year per student (approximately 250 children). Digital versions for testing are available and would cost approximately $450 per teacher per year. This also requires Ipads and the $4.00 per student score reports. These assessments would also require professional learning for teachers/test administrators to learn how to administer the tests, compute or enter the data, and understand how to analyze the data. Depending on the type of professional learning method used, this portion could cost between $2000 to $4000 per program for the initial year of the grant. Grades K-3 will use DIBELS which costs approximately $2.00 per student per year, as an additional screener and progress monitoring tool to measure a variety of skills such as nonsense words and oral reading fluency. The Houghton Mifflin Harcourt Reading Inventory (RI) (3x per year) is administered in grades 3-11 and provides a reading Lexile measure. The student's Lexile level yearly growth allows teachers, administrators, and district leaders to gauge the effectiveness of current literacy practices. The data gathered from all the assessments provides teachers with statistical data to inform instructional decisions and to identify students at risk.

Disaggregated Milestones data demonstrates a disparity among subgroups of the student population. For ELA in grades 3-5, the subgroups of Hispanic, Economically Disadvantaged, and Students with Disabilities received red flags (did not make progress and did not meet their improvement targets) according to the 2019 Closing the Gap CCRPI report. For ELA in grades 6-8, Hispanic and

Economically Disadvantaged, and for high school ELA, Economically Disadvantaged, and Students with Disabilities received red flags. Thus, teachers must collaborate with one another and with community partners to analyze the data then develop effective teaching strategies that build vertically aligned literacy skills for these students using resources provided by the grant.

The ultimate success would be that a love for literacy is nurtured and developed. Hopefully the success of the LIFE grant is evident beyond data for all stakeholders.

<u>Section 3 Needs Assessment and Root Cause Analysis</u>

B-5 Analysis of Data

Research indicates that reading to young children creates opportunities to develop vocabulary, comprehension, creativity, and social and emotional skills.

- Reading, rhyming, singing, and talking — beginning from birth — profoundly influence literacy and language development.
- Developing early literacy skills makes it easier for children to learn to read and excel throughout their years in school. However, more than 1 in 3 American children enter Kindergarten without the skills they need to learn to read (American Academy of Pediatrics).

Reading failure is most prevalent among children from disadvantaged environments (Educational Leadership, 2004). Noting that UCS students in grades Pre-K through second have almost a 58% free and reduced lunch count indicates the need for early intervention. Books and materials will help build crucial literacy foundation skills to parents of young children and childcare providers.

Professional Learning Provided to Educators and Directors

Young children develop and learn through effective early education and developmentally appropriate practice (DAP): understanding typical child development, learning about specific children to determine how to teach and care for that child, and understanding what is culturally important within the children's families (National Association for the Education of Young Children, 2009). Short instructional videos will be created to promote the DAPs and learning strategies for teaching the five components of reading in order to. benefit childcare workers who may have a more difficult time attending meetings because of their work schedules. The videos and other resources will be shared via the LIFE website.

Family Engagement Strategies and Leadership Effectiveness

Our UCS Family Engagement Coordinator will help in identifying resources and connecting local agencies as needed with families of our birth to age five children and bridge the gap from home to school.

The B-5 LIFE team members will provide the larger team with strategies to enhance learning for younger children and lead the efforts for reaching out to families within the community.

Supports for the Whole Child and Well-rounded Education

UCS has implemented Second Step (Committee for Children's SEL curriculum) from Pre-K through grade 8. The program focuses on skills for learning, empathizing, dealing with emotions, problem solving and safety. Grades 6-12 use Georgia Best which teaches skills such as respect, timeliness, empathy, etc.

Coordination Efforts with K-12

The LIFE team encompasses representatives who care for children ages B-Grade 12. The team will discuss and share ideas to best serve children and work to lessen the transition from home to school and between each grade level.

K-12 Comprehensive Needs Assessment and Root Cause Analysis

At the conclusion of the 2018-2019 school year, UCS participated in a system-wide intensive Comprehensive Needs Assessment (CNA) process as outlined in the **Georgia's System for Continuous Improvement Plan**. The CNA district team and district administrators met in an off-campus location for a three-day data retreat to review student achievement data from state tests, benchmark assessments, formative and summative data, CNA survey and focus group results.

Data spotlighted included analyses of achievement, literacy capacity, instructional effectiveness, student opinions, and family and community perceptions. An average of over 40% of students taking Milestones score either beginning or developing. UCS needs to identify and provide resources for continual improvement to present students with evidence-based practices that have a large effect size. Supplemental support is necessary to maintain concentrated efforts to increase skills in reading, writing, and disciplinary literacy.

<u>**System Priorities and DIP**</u>

The CNA development and analysis team, with input from teachers (academic, ancillary, special education, and ELL), paraprofessionals, media specialists, counselors, P-20 representative, RESA representative, school and district administrators, school governance teams, and other stakeholders, ascertained the FY20 overarching district needs and possible root causes. The team outlined priorities that guide high-quality, cohesive, differentiated instruction:

1. Student Achievement
    a. Increase student mastery of standards
    b. Increase attendance for staff and students
    c. Provide high quality, consistent professional development
    d. Implement consistency for benchmarking across grade levels and schools
    e. Priority focus on writing across the curriculum
2. Culture and Climate
    a. Improve new teacher/hires mentoring program
    b. Promote a welcoming environment for all stakeholders
    c. Increase poverty awareness and how it affects teaching and learning
    d. Create a school climate that reflects "Union United"
3. Stakeholder Communication and Engagement
    a. Increase partnerships between district and community
    b. Provide and maintain a variety of communication strategies
    c. Plan for more stakeholder engagement

Coherent Instructional System

UCS makes a determined effort to be cognizant of data sources that have implications for the improvement of learning. The plan includes building quality instruction, creating a positive learning climate, clearly-defined expectations, monitoring and supporting teachers, formative and summative assessment practices, data interpretation, best practices, and knowledge of current state standards.

K-12 Past Instructional Initiatives Include:
- Classroom Promethean Boards
- PD from GA Center of Assessment
- Successmaker

- Waterford Early Learning
- DOK Training
- Instructional technology training
- Various academic software programs
- Math focus
- Reading focus

K-12 Current Instructional Initiatives Include:
- One-to-one student chromebook (grades 3-12)
- Chromebooks (1 cart: 2 classrooms K-2)
- Protected Instructional Time
- STEM initiative
- Balanced Literacy Instruction to include reading in small group, word work, independent reading, and writer's workshop
- Increased CTAE offerings
- Second Step Pre-K through 8th grade
- Georgia Best 6-12

K-12 Cross-Curricular Initiatives include:
- STEM Activities
- Writing Across the Curriculum
- Project Based Learning
- Merging of CTAE & Academic Courses

Historical and current data reveal that UCS **struggles with student growth**, especially at the upper proficiency levels. Disaggregated Georgia Milestones writing data reveals, for both narrative and extended response, low performance and only nominal growth over the past three years, so **writing across the curriculum** has become a system focus. Jobs in Georgia are requiring more skills and training, including stronger basic proficiency in math and skills such as problem solving, communication, and complex thinking according to Georgia Partnership for Excellence in Education (2019), and these are competencies in which historically underserved students struggle the most.

Identifying students for Interventions

Universal screeners, progress monitoring, benchmarking, and formative and summative assessments are administered at designated intervals throughout the school year. Measures of Academic Progress (MAP) is given 3x per year grades K-8 as the screener. Students scoring =<25% in achievement are considered for Response to Intervention. Grades 9-12 are given the Reading Inventory at least 2x per year. Perception data, community input, and CNA survey indicate a lack of "soft skills" and other non-academic challenges further complicated by generational poverty. For this reason, Second Step (Pre-K - 8th grade) and Georgia Best (6-12) have been implemented to teach soft skills imperative for life beyond UCS.

Community and Family Engagement and Empowerment

The Family Engagement Coordinator, UCS Family Advocate, School Social Worker, and Family Connection program work closely with staff and community to identify families in need and reach out to offer assistance. The Family Outreach Program connects families with needed resources (e.g., clothing, healthcare, glasses, medication, food, shelter, school supplies, counseling, transportation). Mentors, who have been screened according to UCS protocol, spend 30 minutes to an hour each week reading, playing games, or simply talking with students who need additional support . Free summer meals based on USDA guidelines are offered to kids and teens 18 and under on the UCS campus. No application or proof of income is required.

<u>Engaged Leadership</u>

UCS offers teachers leadership opportunities to step out as instructional leaders while working directly with teachers and/or students fostering the development of a shared vision and culture of trust. UCS leaders strive to bridge the gap between research and practice as well as data and instruction. They set high expectations for themselves and others, create a positive and safe learning climate, maintain communication among stakeholders, establish partnerships with community members, and practice servant leadership.

Positive Learning Environment

UCS climate ratings indicate students and adults feel safe, connected, and engaged in school or work. Grades 3-5 students assigned a high rating to the relationship and trust they have with their teachers. Grades 6-12 reveals similar results for student perceptions toward their teachers and peers. Data also shows that students feel somewhat unsafe because of peer-to peer-conflicts and drug and tobacco use. UCS has established a police department who has established positive relationships with students at each school. The DARE program began this year to address the drug and tobacco use.

Historical Star Climate Ratings

	UCPS	UCES	UCMS	UCHS	WGS
2014	3.5	3.0	4.0	3.0	3.0
2015	3.5	4.0	4.0	4.0	4.0
2016	3.5	4.0	4.0	4.0	4.0
2017	4.0	3.0	4.0	3.0	*
2018	4.0	4.0	4.0	4.0	4.0
2019	4.0	3.0	4.0	3.0	5.0

UCPS=Union County Primary School, UCES=Union County Elementary School, UCMS=Union County Middle School, WGS=Woody Gap School

*Climate rating coded as TFS (too few students)

All schools monitor enrollment, attendance, and withdrawal data. Each school monitors and assists families by providing assistance on paperwork needed for free/reduced lunch costs. All five schools provide a free breakfast for all students ensuring they start the day nutritionally ready to learn.

UCHS and WGS personnel and administrators track specific individuals who may contribute to the drop-out rate.

UCHS historical graduation rates:

2015	97.65
2016	98.78
2017	98.84
2018	98.1
2019	98.8

Woody Gap School had too few students for statistical analysis (<15).

Professional Capacity

Proactive processes are in place to recruit, hire, and retain highly effective staff and continuously monitor personnel needs due to attrition or growth. TeachGeorgia, SearchSoft Program, and school email are used to communicate job vacancies within UCS. Teacher and principal retention are well above the state average as minimal transiency exists within UCS; therefore, extensive recruitment efforts are not necessary. District and school level professional capacity highlights include:

- Teacher and Leader Mentors
- At or above expected performance on TKES/LKES
- Professionally Qualified Staff
- Dedicated PLC time for Collaboration
- Supports outside and inside PD
- High Student Achievement Reflects High-Quality Teaching
- High retention rate (Most Educators From UCS Exit Field Due to Retirement)
- 45% of UCS (including Pre-K teachers) educators possess Level 6 certification or above
- Experience levels fall predominately in mid-to-high range across the system

Support for the Whole Child

UCS values the education and social/emotional support of the whole child and understands that "it takes a village." Current community and family engagement initiatives include:

Name	Sponsor(s)
Back to School Backpack Bash (provides necessary supplies to students)	First United Methodist Church, Local Churches, Businesses, and Various Community Partners, UCS, Family Connection, Medicaid
Goodies From the Heart (weekend meals distributed to students in nondescript bags each Friday)	Day of Grace Church and several other local churches
High School Food/Other Pantry (onsite pantry which may be visited anonymously)	Union County High School
UCSHELP UCS Homework Enrichment Learning Program (after school program based on need)	Union County Schools
Out of School and/or Emergency Needs for Students/Families	Union County School Counselors, Social Worker, & Family Connection
Dental Program	Union County Health Dept
Mental Health Services (Visits clients at school)	Community Based Counselors/Agencies
Free Health Clinic	Healing Hands (limited hours)
Drug Abuse Literature	Union County Anti Drug Coalition
Provides Free Book a Month for Children Birth to Five	FERST Foundation
Purposity (Supports family needs)	Family Connection
Family Engagement Events	Title I, UCS, Local Businesses

<u>Section 4 Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed</u>

Union County Schools (UCS) understands that literacy is fundamental to academic success. When analyzing data and determining need, the district relied heavily on the **Comprehensive Needs Assessment (CNA), District Strategic Plan, and the District Charter Renewal**. Realizing that "one size does not fit all" each school conducted its own literacy needs assessment and utilized the results to guide their plan. Data analysis has provided a solid foundation for Union County Literacy Is For Everyone (LIFE) (L4GA) and has allowed district and school leaders to plan with the end in mind.

L4GA Grant Timeline

What	Who (Responsible Person/Stakeholders)	How	When
L4GA Planning and Grant Construction (including interest, school needs assessment, narrative, school literacy plan, budget aligned	-School & District Literacy Teams -Asst. Superintendent & Curriculum Director (Program Directors)	-Face-to-Face Meetings -Electronic communication -Document sharing collaboration	January 3, 2020 to February 7, 2020
Grant Award	-Program Directors	-Face-to-Face Meetings	May 2020
School Literacy Team Leads Established	-Program Directors -District Admin Team	-Face-to-Face Meetings	May 2020
Assessment, intervention, and stakeholder input on materials to support literacy will be analyzed	-Federal Programs Dir -School Literacy Leads & Teams	-Face-to-Face Meetings -Electronic communication -Document sharing collaboration	June/July 2020
Universal screeners for ELA administered	-School Admins -School Literacy Leads & Teams -Teachers/Paraprofessionals -Community Volunteers	-Face-to-Face -On-site	August 2020, Dec.'20 to Jan. '21 March/ April '21
Professional Development	-All stakeholders -School Literacy Leads & Teams -Program Directors	-Face-to-Face -Webinars -Electronic communication	Ongoing

Data Analysis Meetings (screening, progress monitoring, and achievement data)	-All stakeholders -School Literacy Leads & Teams -Program Directors -Assistant Superintendent	-Face-to-Face -Electronic communication/sharing	Monthly Semester-End Year-End
School RTI Tier 1, 2, & 3 Data Analysis, Strategies, and Interventions	-School Admins -School Literacy Leads & Teams -Teachers	-Face-to-Face -Electronic communication/sharing	Monthly
Literacy Team Meetings (progress/successes/setbacks/budget)	-All stakeholders -School Literacy Leads & Teams -Programs Directors	-Face-to-Face -Electronic communication/sharing	Monthly
LIFE team	-District & School Literacy Team -Program Directors -Birth to 5 Literacy Team -Childcare Representatives -Partners	-Face-to-Face -Electronic communication/sharing	1st yr-quarterly, then at least twice per year

The action plan outlined above is closely aligned to the primary, elementary, and middle Title I School Improvement Plan timelines. The plan also takes into consideration state and local priorities such as quality early childhood programs, kindergarten readiness, literacy, tiered RTI, and college and career readiness. Union County will implement a comprehensive, coordinated, cohesive plan to address the developmental progression of literacy needs for children B-12.

Goal/Needs With Possible Root Causes Key
1. Student Achievement
   - Lack of mastery of skills (Focus on writing/reading across the curriculum and building literacy K-12. Focus on language development and other developmentally appropriate aspects B-5.)
   - Improvement of student and teacher attendance to influence achievement in grades (K-12)
   - Understanding poverty and its effects on early learning and academic achievement that can continue throughout school years. (B-12 and into adulthood)

- Consistent benchmarking for student identification and appropriate interventions for academics and behavior. (B-12)
- Need for high quality, evidence based professional development. (B-12)

2. Culture and Climate
   - Improve new teacher/hires mentoring program (Teacher efficacy for PK-12)
   - Promote a welcoming environment for all stakeholders (Increase poverty awareness for staff; provide opportunities for involvement to gain the trust of impoverished families B-12)
   - Create a school climate reflecting "Union United" (Unite parents, schools, and communities to ignite a passion for learning and to promote employability skills for Students for PK-12)

3. Stakeholder Communication and Engagement
   - Increase partnerships between district and community. (Establish opportunities for open communication and build personal relationships for families B-12.)
   - Provide and maintain a variety of communication strategies (LIFE Website, meetings, webinars, etc. B-12)
   - Plan for more stakeholder engagement (Variety of opportunities for engagement for birth to 12, including into adulthood).

Researched-Based Best Practices Key

A. Setting well-defined goals and implementing research based interventions and assessments

B. Ongoing collaboration and dialog with stakeholders (parents/guardians, school and district staff, business/community leaders, childcare providers)

C. Professional development focusing on literacy strategies and data analysis

D. Early exposure to literary components

E. Digital Citizenship

F. Developing the five components of reading: phonics, phonemic awareness, vocabulary, fluency, and comprehension

G. Age-appropriate literacy rich environment

Birth to Five Years: Who, What, When, & How

What	How	School/ District Needs Addressed (See key above)	Research Based Component Alignment (See key above)	When	Who
Literacy rich environment	-Provide print & digital resources to feeder programs and families -Increase the accessibility of literacy materials in the home -Encourages creativity -Creates excitement for learning	1 2 3	A B D G	-Ongoing yearly	-Birth to five
Promote listening, speaking, viewing, reading, & writing/ drawing	-Provide opportunities for reading and discussing -Concepts of print and print awareness -Alphabet knowledge -Promote student interest in books -Support literacy through natural environments (Art/Music/rhymes/discovering print/exploring libraries/first words/touch books/picture books) -Art centers -Book displays -Printed name recognition -Promote theatre/plays/drama	1 2 3	A B D E F G	Ongoing yearly	-Birth to five
Promote/ utilize digital literacy	-Basic knowledge of devices -Provide logistical info and best practices through website -Parent/Community communication -Track formative/summative assessments -Use of digital devices to listen to stories being read and recording themselves -Daily dedicated time allotted for literacy practices	1 2 3	A B C D E F G	-Ongoing	-Birth to five

What	How	School/District Needs Addressed (See key above)	Researched Based Component Alignment (See key above)	When	Who
Professional development (PD)	-Provide age-level whole child development training -Ensure all stakeholders understand their roles and literacy goals -Educate parents on community resources -Best practices, evidence based literacy instruction -Interventions and Assessments -Provide various family-friendly times for training -Provide'How-to' (PD) information/videos on website	1 2 3	A B C D E F G	-Ongoing yearly	-Birth to five

K-12 Schools
PS - Primary School & WG
ES - Elementary School & WG
MS - Middle School & WG
HS - High School & WG
(Woody Gap - Small Rural School K-12 School with 68 students)

K-12: Who, What, When, & How

What	How	School/District Needs Addressed (See key above)	Researched Based Component Alignment (See key above)	When	Who

Promoting writing across the curriculum PS, ES, MS, HS	-Writing instruction/practice -Monitor individual student progress -Provide constructive feedback for improvement -Increase awareness on the value of writing -Utilize and strengthen peer support & review -Provide opportunities for written expression -Encourage community/ family engagement through publications, websites, social media -Collaborate with colleagues, students, and families to assess students' writing and celebrate student progress	1 2 3	A B C D E F G	-Ongoing yearly	K-12
Professional development (All stakeholders) PS, ES, MS, HS	-Provide age-level whole child development training -Ensure all stakeholders understand their roles and literacy goals -Educate parents on community resources -Best practices, evidence based literacy instruction -Add Literacy Coach to work with teachers/stakeholders/students B-12 -Provide PD Onsite and Offsite -Provide protected PLC opportunities -Data analysis training -Training for appropriate use of resources	1 2 3	A B C D E F G	-Ongoing yearly	K-12

Literacy Rich Environment (Promote listening, speaking, reading, viewing, drawing, & writing)

PS, ES, MS, HS | -Creates a passion for literacy
-Provide greater volume of age-appropriate, high interest fiction & non-fiction print & digital literacy materials in media centers/classrooms
-Increase the accessibility of quality literacy materials in the home
-Provide opportunities for book talks / shared literary experiences
-Concepts of print and print awareness
-Implement instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension
-Support literacy through natural environments (Art/Music/rhymes/ discovering print/exploring libraries/first words/touch books/picture books)
-Book displays
-Provide age appropriate supplies to create a positive learning environment, including ergonomically, age appropriate, reading stations and/or furnishings for enhancement of whole child learning in classrooms and media centers
-Daily dedicated time allotted for literacy practices
-Create & promote summer reading program for birth to 12th
-Promote theatre/plays/drama | 1
2
3 | A
B
C
D
E
F
G | -Ongoing yearly | K-12 |

Effective evidence based interventions & assessments for benchmarking & progress monitoring PS, ES, MS, HS	-Guide instruction and RTI for all students at each tier level -Provide interventions to meet the needs of the whole child -Resources, supplies, and activities to address interventions -Monitoring tools & Data analysis	1 2 3	A B C D E F G	-Ongoing yearly	K-12
Promote/ utilize digital literacy PS, ES, MS, HS	-Basic knowledge of devices -Provide multiple modes of learning styles -Digital citizenship -Provide logistical info and best practices through website -Parent/ Community communication -Track formative/summative assessments Offer flexible learning opportunities including 24/7 website access -Blended learning opportunities	1 2 3	A B C D E F G	-Ongoing yearly	K-12

UCS Plan for Success

Approximately 58% of students from Pre-K-Grade 2 are economically disadvantaged, and the overall system is at 51%. Georgia Partnership for Excellence in Education (2019) indicates achievement gaps are compounded by issues of race and poverty with income levels being especially pronounced. Where typically 87% of non-economically disadvantaged youth graduate, only 77% of economically disadvantaged youth graduate. Jobs are requiring more skills with training, problem solving, and communication; therefore, it is critical to our county and state to better prepare these students for adulthood. Literacy is at the heart of all the skills required.

The UCS LIFE Team is comprised of individuals from the community, business leaders, educators, childcare workers, and parents. Because of our economically disadvantaged population and over 40% of our students scoring either Beginning or Developing on the Milestone EOGs/EOCs, it is critical we begin focusing on literacy early and continue that focus. To measure literacy and professional development effectiveness, UCS will use surveys, checklists, observation/walk-throughs, and data analysis.

The Get GA Reading campaign aids with literacy, health, and well-being at different levels, but will particularly be helpful with our birth to 5 children, parents, and childcare providers. It will be a valuable support for birth to five LIFE stakeholders as the literacy needs assessment revealed a weakness of professional learning and supports for this age span. The four Get Georgia Reading campaign four framework pillars are:

1. **Language Nutrition**: All children receive abundant, language-rich adult-child interactions, which are as critical for brain development as healthy food is for physical growth.
2. **Access**: All children and their families have year-round access to, and supportive services for, healthy physical and social-emotional development and success in high-quality early childhood and elementary education.
3. **Positive Learning Climate**: All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, academic achievement, and ultimately student success.
4. **Teacher Preparation and Effectiveness**: All teachers of children ages 0-8 are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.
   a. (http://getgeorgiareading.org/framework-overview/)

Other avenues of support may include the GA Family Connection Partnership (GFCP), Governor's Office of Student Achievement (GOSA), Literacy 4 All, UGA Archway Partnership, and the Georgia Partnership for Excellence in Education (GPEE).

Independently, we are just one. However, when we share ideas, concerns, efforts, and work together for a common goal (literacy), we become a mighty voice for our most precious resource… our children. That is our ultimate goal.

<u>Section 1 LEA Partnership Narrative</u>

<u>LEA History & Demographics</u>

  Union County Schools (UCS), a Georgia Charter School has adopted the motto "Literacy Is For Everyone" (LIFE) in its quest for award of the L4GA Literacy Grant. UCS, nestled in the mountainous terrain of northeastern Georgia at the foot of the Appalachian Mountain chain, has been proudly educating students for over 150 years. Union County is rich in history and culture; however, it has been classified as *persistent poverty* with many families suffering from generational poverty. Individual school free and reduced percentages range from 44% to 65%, with a current overall student poverty rating of 51%. It is noted that incoming children from Pre-K through Grade 2 have almost a 58% free and reduced count. Families in poverty sometimes make the choice not to apply for programs that identify their income level which typically under-represents them, especially within the Appalachian culture. The 2018 population of Union County was 24,000+ (UC Census Bureau). Economically, the area lacks industry which is due in part to a 54% retired population who has settled here for its picturesque beauty, mountains, and lakes (www.Georgia-demographics.com). The school system relies heavily on the voter's choosing to fund ESPLOST. Being a small, rural county, there are no major cities from which to draw extra funding; thus, the continuation of ESPLOST funds is extremely important for facility repair and/or replacement.

  Five schools make up the school system and thus default to feeder schools: one high school (9-12), one middle school (6-8), one elementary school (3-5), one primary school (PK-2), and one small rural consolidated school (K-12). All the schools, with the exception of Woody Gap School (WGS), are in the Blairsville township. WGS, located in the rural mountain community of Suches, is a separate school in Union County, with a current K-12 population of 68 students (K-12). For this reason and for the purpose of this grant, WGS will be grouped with each of the other larger schools (**per Julie Morrill)**. For school contact information, see Section 2. For the purpose of this grant application **WGS data and needs are intertwined** within each specific grade/age span. WGS presents unique needs primarily because of its

isolated location and low student population. If awarded, the L4GA grant will be proportionately dispersed according to their unique needs. The ethnic make-up of the school is three Multi-Racial and 65 White. One-hundred percent of students receive free lunches (CEP school).

To ensure that kindergarten children become familiar with routines and their surroundings, the Union County Primary School currently houses six Bright From The Start **Pre-K** classrooms (116 PK students plus 26 SPED 3-year-olds). Another Union County Pre-K provider, Union General Hospital, operates a daycare facility including one **Pre-K** class (28 PK students) and day care for younger children. A local Methodist Church sponsors an early learning program 3-half days a week. Ninth-district Opportunity oversees the one **Head-Start** Program in Union County and serves 34 income eligible families. There are other small private day care centers in the area that will benefit from the grant if received (approx. 250-4 year old children) and would also be included in our feeder system.

There are currently a total of 2905 students enrolled in the UCS with 144 of those students in Pre-K ages 3 and 4. The ethnic and socioeconomic makeup of the school system is predominantly White (92%) and impoverished. The remainder of the students are 4% Hispanic and 4% other races. Special needs students make up 14+% of the school system population (PowerSchool).

Overall, the system has positive climate ratings with all schools receiving a minimum of three stars and a maximum of five star rating. CCRPI 2019 school climate ratings include: four stars-Union County Primary School (UCPS), three stars-Union County Elementary School (UCES), four stars-Union County Middle School (UCMS), three stars-Union County High School (UCHS), and five stars-Woody Gap School (WGS). The system has listed as a priority within their District Improvement Plan to improve to 4 or 5 star ratings.

ELA Data

UCS has traditionally ranked academically high within Pioneer RESA for Georgia Milestones in students scoring Developing, Proficient, and/or Distinguished (Level 2, 3, 4). Additionally, UCS

consistently outperforms schools in the state with similar demographics and poverty levels. However, our district does not perform as highly in student growth. Writing continues to be an area of focus for all schools based on Milestone data. Due to Union County's high poverty rate, industry absence, and geographical isolation, assistance is sought to provide high quality, researched-based, supplemental materials and services to area children. UCS students' performance in English Language Arts on the 2018-2019 Georgia Milestones follows (includes WGS data):

Table 1.1 - Percentage of Students by Achievement Level

2018/2019 Milestones ELA	Beginning	Developing	Proficient	Distinguished
Grade 3 UCES	12.6%	27.9%	43.1%	16.4%
Grade 4 UCES	11.1%	37.0%	34.8%	17.1%
Grade 5 UCES	12.5%	34.4%	42.4%	10.7%
Grade 6 UCES	14.0%	30.0%	43.2%	12.8%
Grade 7 UCES	17.2%	32.6%	45.1%	5.1%
Grade 8 UCMS	17.6%	39.4%	37.6%	5.4%
Grade 9 Lit taught in 8th Grade UCMS	0%	4.5%	51.1%	44.4%
Grade 9 Lit UCHS	11.8%	22.9%	51.2%	14.1%
American Lit UCHS	12.5%	30.1%	46.3%	11.1%

This past year UCS students obtaining proficient or distinguished ranged from 43% to 95%. The lowest grade level achievement performance was grade 8 (43%). The highest performance was grade 8

students who took Ninth Grade Literature (95%). All other grades obtaining proficient or distinguished ranged from 50 to 60 percent with the exception of high school students taking Ninth Grade Literature (65.3%). The tables for Closing the Gap below demonstrate areas of need for all schools. Woody Gap School only received Closing the Gap scores for its middle schoolers (elementary and high-too small for grouping). WGS received 3 flags in the following areas, all, white, and economically disadvantaged, and all 3 flags were red.

Elementary CCRPI Closing the Gap Performance
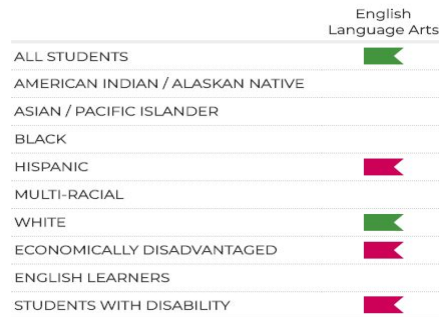
Middle CCRPI Closing the Gap Performance

HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

	English Language Arts
SUMMARY OF FLAGS	
ENGLISH LANGUAGE ARTS	
MATHEMATICS	
SCIENCE	
SOCIAL STUDIES	

	English Language Arts
ALL STUDENTS	🟩
AMERICAN INDIAN / ALASKAN NATIVE	
ASIAN / PACIFIC ISLANDER	
BLACK	
HISPANIC	🟥
MULTI-RACIAL	🟩
WHITE	🟩
ECONOMICALLY DISADVANTAGED	🟥
ENGLISH LEARNERS	
STUDENTS WITH DISABILITY	🟩

LEGEND

- ▣ Subgroup met 6% improvement target*
- ▬ Subgroup met improvement target
- ▬ Subgroup made progress, but did not meet improvement target
- ▬ Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

High CCRPI Closing the Gap Performance

HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

	English Language Arts
SUMMARY OF FLAGS	
ENGLISH LANGUAGE ARTS	
MATHEMATICS	
SCIENCE	
SOCIAL STUDIES	

	English Language Arts
ALL STUDENTS	🟨
AMERICAN INDIAN / ALASKAN NATIVE	
ASIAN / PACIFIC ISLANDER	
BLACK	
HISPANIC	
MULTI-RACIAL	
WHITE	🟨
ECONOMICALLY DISADVANTAGED	🟥
ENGLISH LEARNERS	
STUDENTS WITH DISABILITY	🟥

LEGEND

- ▣ Subgroup met 6% improvement target*
- ▬ Subgroup met improvement target
- ▬ Subgroup made progress, but did not meet improvement target
- ▬ Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.
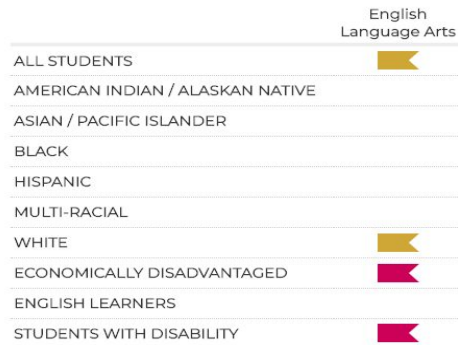
Partnerships

Partnerships among child-care providers, families, caregivers, community members, and schools will help to establish consistent expectations and learning experiences. To support young children's literacy development and create a smooth transition into school and between grade levels, the

collaboration of partners will capitalize on maximizing resources, expanding services, and minimizing any existing barriers. Sharing the district's literacy plan, soliciting input, and involving stakeholders will help to create buy-in and a shared vision. Educating stakeholders about early childhood development and learning strategies creates a literacy friendly environment for all.

Union County, a rural, close-knit community, cherishes its families and values the achievements of young and old and continues to respect the home/community to school involvement efforts that are meaningful and advantageous. To further create and foster a community relationship of care and cohesiveness, UCS has hired a Family Engagement Liaison who holds collaboration monthly meetings with families, caregivers, community, and agency partners. Topics are requested through family surveys, community needs assessments, and parent and teacher recommendations.

Additionally, preparation is currently underway to become a "**Get Georgia Reading**" community. The school district has **partnered** locally with numerous local businesses and community organizations based on their ability to provide support and resources for the overall well-being of children in the community. These partnerships include Union General Hospital, North Georgia Technical College, Young Harris College, United Community Bank, Bank of the Ozarks, North Georgia News, Chick-fil-A, and others (see chart below). In addition, several businesses such as Wendy's, Zaxby's, Wal-Mart, and McDonald's have supported schools with coupons, incentives, or spirit nights to promote reading and good behavior. Civic organizations, such as the Union County 4-H Program, Kiwanis Club, Rotary Club, Jaycees, and various others have consistently partnered with UCS. Through the specific roles and responsibilities of stakeholders, collaborative efforts will increase family and community participation in school-wide decision and events, increase family and community awareness of the impact of poverty on student success, and provide families and community members with strategies to reverse the impact of poverty on student achievement.

Partnerships	Name	Title	Contact Info

Chick-fil-A	Dan Liberatore	Owner	706-745-0515 770-314-5085 (c)
Union General Hospital	Leslie Daniel	Administrator	706-745-2050
North GA Technical College	Pamela Corn	Early Childhood Coordinator	706-835-5096
Bank of the Ozarks	Jason Karnes	Vice-President	706-745-5571
North GA News	Kenneth West	Owner	706-745-6343
Young Harris College	Rinnel Atherton	Education Professor	800-241-3754
United Community Bank	Adam Born	President	706-745-2151 706-745-0429
Union County Parent Teacher Organization (PTO)	Michele McKechnie	President	770-503-4094
First Methodist Church CEC Program	Heidi Hall	Director	260-750-6468
Ms. Julie's DayCare	Julie Hughes	Owner	706-781-1575
Shannon's Kids	Shannon Nix	Owner	706-745-5437
His Lambs Our Lambs	Kim Holbrook	Owner	706-745-6552
Mountain Regional Library	Susie Brendle	Branch Librarian	706-745-7491
FERST Foundation	Melissa Kelley	Member	706-745-1333
RESA Partner	Jan Black	Literacy Specialist	706-865-2141
Union County Head Start	Mary Beth Moss	Director	678-848-7991
UCS Pre-K Program Bright From The Start	Amanda Chambers	Site Director	706-745-5450

Early Childhood Education/Care Providers Engagement Plan

Communication was initiated with the early caregivers and a birth to five literacy team was

established to discuss the L4GA focus, goals, and logistics. The concept was new and exciting to the

group as they had not participated in previous school partnership endeavors. The goal will be to form positive, productive relationships, support literacy efforts and create a sense of belonging to the LIFE (Literacy is For Everyone) team. Information will be shared with birth to five educators, providers, and families through a combination of direct contact and outreach communications on a regular basis (meetings held quarterly during the first year of implementation and at least twice per year thereafter). The Union County LIFE (L4GA) website will be developed and maintained as an information hub where accomplishments, information, and schedules of events may be shared.

Community-Organization Coalition Engagement Plan

Stakeholders were initially engaged through meetings, phone, email communication, and onsite visits. These efforts resulted in commitments for stakeholder partnerships being secured. Information will be shared with stakeholders through a combination of direct contact and outreach communications. Direct contact will occur through stakeholder attendance at school/site literacy events and invitations to quarterly meetings during the first year of implementation and twice per year thereafter. Flyers, newsletters, brochures, websites, and electronic messages are disseminated periodically to further inform parents and other stakeholders. Everyone agrees that in tandem, we can accomplish much more.

Stakeholders will receive updates and make decisions via face-to-face meetings and through the L4GA website about: 1) goals and targets, 2) steps to success for reaching goals, 3) analyze assessment data, 4) transition plans, 5) project implementation, 6) evaluation plan, 7) project outcomes, 8) budget status, and 9) sustainability efforts. Additionally, celebrations of accomplishments, information, schedules of events, and other pertinent information will be published in the local newspaper, on the radio, and on the website dedicated to the Union County LIFE (L4GA) project.

P-20 Engagement Plan

The overarching goal for Georgia districts and schools is to "provide quality induction programs that support induction phase teacher and leader learning, retention, and student learning and growth"

(GaDOE). Union County School's personnel, including teachers, counselors, district leaders, and other staff, will collaborate with local providers regularly and attend local district P-20 partnership meetings. The school system continues to partner with two nearby colleges: Young Harris College (YHC) and North Georgia Technical College (NGT). The majority of education candidates and pre-service student teachers are placed in our schools by Young Harris College. Union County Schools values the shared responsibility and ongoing collaboration with P-20 providers and our local Pioneer RESA. Literacy information and logistics for P-20 stakeholders/partner providers will be shared through direct contact, electronic communication, and phone conversations. P-20 engagement partners will be asked to contribute pertinent literacy information to the Union County LIFE (L4GA) website and are invited to join LIFE meetings and literacy celebrations.

UCS understands the single most important factor in determining student success is effective teachers and thus facilitates and supports a teacher induction/mentor program in all of its five schools. Induction teachers are paired with experienced mentor teachers and meet on a regular basis to discuss S.M.A.R.T. (specific, measurable, attainable, relevant, time-bound) goals and actions and strategies for goals throughout the school year. The induction/mentor program has received many positive comments and ratings on evaluations by both the mentor and mentees. Support for new educators will continue to be a priority for our school system as we reflect, review, and revise the induction program where needed.

Sustainability

Over the five years of the grant, UCS will strategically build capacity for a comprehensive and disciplinary literacy program. The L4GA grant will positively impact learning and literacy efforts for all children from birth to grade 12. State, local, and federal resources will be carefully coordinated and used to focus on literacy priorities beyond the life of the grant. Federal funds, Title I-A, (primary, elementary, middle schools) Title II-A, Title IV-A, and Title V-A are coordinated to provide supplemental resources above basic funding. Based on the needs of our high poverty families, UCS recently established a locally

funded after school homework enrichment learning program (UCSHELP) for students in grades K-8. Beyond the grant period, assessments such as MAP (Measures of Academic Progress), RI, and Milestones will provide essential data for teachers to address the needs of all students, and for the literacy team to determine support needed for the county's birth to five population. Professional development funds from the grant will ensure that all staff and early learning providers are equipped with the skills and knowledge to enhance early language and literacy development, use of assessments, and pre-reading development of young children through scientifically-based strategies. Reading material provided through the grant will provide a literacy rich environment, particularly for those from low income families. The continuation of best literacy practices, continued professional development, and careful attention to data analysis will ensure that children are successful in primary, elementary, middle, and high school as well as prepare them to be college and/or career ready after graduation.

UCS is pleased to meet the literacy needs of our youngest population with this grant and vertically align literacy, curriculum, and instruction development among every level of learners. The L4GA grant would enable expansion of our current best practices for classroom literacy enrichment, expand those experiences to school media centers, and provide professional learning of evidence based-practices. UCS accepts the challenge and responsibility of preparing students for success in all walks of life. Because students who do not learn to read will have difficulty mastering academic content, succeeding in school, and fulfilling their life potential, the schools' fundamental responsibility is to ensure that all students read proficiently (*Educational Leadership*, March 2004). We should not overlook the increased rigor required to compete in jobs and careers that are yet to be invented. The L4GA grant would assist in planting a solid literacy foundation that would assist students regardless of their career choice.

<u>Section 2 Partnership Management Plan and Key Personnel</u>

<u>Key People</u>

     District Level Team: The "Literacy Is For Everyone" (LIFE) team members are listed in the chart below. At the district level, the grant dedicated staff members will be Dr. Paula Davenport, Assistant Superintendent, and Lisa Vaughn, Curriculum Director, who will oversee grant administration and budget details. Data analysis will be performed by the district team, led by David Murphy, Assistant Superintendent. The district team will conference and collaborate with the school/site administrators and literacy leadership teams. In addition, the district and each school's team lead literacy representatives will meet monthly to monitor timelines, perform fidelity checks, ensure vertical alignment of literacy skills development, and maintain consistent communication to ensure that all stakeholders are carrying out duties, responsibilities, project goals, and expectations outlined in the grant proposal. Discussion will include data analysis on progress monitoring, implementation, and budget requirements. The school literacy representative will relay the information back to their literacy team for discussion and feedback.

     B-5 Team and K-12 School Teams: Members of the school literacy teams include a team lead representative and stakeholders in each respective school who are advocates for implementing the whole child approach to literacy and are considered literacy leaders by their peers. Members of the B-5 team will include representatives from FERST Foundation, Union General Hospital Day Care Center, Headstart, United Methodist Church Child Enrichment Center, Pre-K Bright from the Start, and participating daycares. These teams' input will be shared during the large LIFE stakeholder meetings to ensure continued services within the grant requirements in B-5.

Name	Role/Title	Contact information
Union County Schools District Admin Team		
John Hill	Superintendent	jhill@ucschools.org

Dr. Paula Davenport	Assistant Superintendent	pdavenport@ucschools.org
David Murphy	Assistant Superintendent	dmurphy@ucschools.org
Karen Bundy	Finance Director	kbundy@ucschools.org
Lisa Vaughn	Curriculum Director	lvaughn@ucschools.org
Tiffany Setzer	SPED Director	tsetzer@ucschools.org
Leslie Groves	Student Services Coordinator	lgroves@ucschools.org
Union County Birth To Five Literacy Team *Woody Gap has partnered with each respective school because of their few students.		
Amanda Chambers	Pre-K Site Director & Asst. SPED Director	achambers@ucschools.org
Holly Cook	Pre-K Teacher	hcook@ucschools.org
Carol Underwood	Pre-K Teacher	cunderwood@ucschools.org
Melissa Collins	Teacher	mcollins@ucschools.org
Casey Potts	Media Specialist	cpotts@ucschools.org
Becky Dyer	District Family Engagement Coordinator	bdyer@ucschools.org
Heidi Hall	First United Methodist Church Preschool Director	260-750-6468
Melissa Kelley	Retired Teacher & FERST Foundation Member	706-745-1333
Union County Primary School Literacy Team *Woody Gap has partnered with each respective school because of their few students.		
Millie Owenby	Principal	mowenby@ucschools.org
Casey Potts	Media Specialist	cpotts@ucschools.org
Amanda McBride	Teacher	amcbride@ucschools.org

Kristal Hemphill	Academic Interventionist	khemphill@ucschools.org
Tammy Cook	Teacher	tacook@ucschools.org
Stefany Kay	Teacher	skay@ucschools.org
Amanda Chambers	Pre-K Site Director & Asst. SPED Director	achambers@ucschools.org
Union County Elementary School Literacy Team *Woody Gap has partnered with each respective school because of their few students.		
Gerald Bavero	Principal	gbavero@ucschools.org
Brittany Jordan	Teacher	bjordan@ucschools.org
Kayla Duckworth	Teacher	kduckworth@ucschools.org
Barbara Hyatt	RTI Interventionist	bhyatt@ucschools.org
Cindy Perry	Media Specialist	cperry@ucschools.org
Jeanne Maddaleni	Writing Specialist	jmaddaleni@ucschools.org
Union County Middle School Literacy Team *Woody Gap has partnered with each respective school because of their few students.		
Melissa Bridges	Assistant Principal	mebridges@ucschools.org
Tina Murphy	Media Specialist	tmurphy@ucschools.org
Sean Spade	ELA Teacher	sspade@ucschools.org
Anna Chapman	6th-8th RTI	achapman@ucschools.org
Julie Hale	ELA Teacher	jhale@ucschools.org
Michele Horton	ELA	mhorton@ucshcools.org
Union County High School Literacy Team *Woody Gap School has partnered with each respective school because of their few students.		
C.T. Hussion	Principal	cthussion@ucschools.org
Dr. Teena Atkins	ELA Dept. Chair/Writing Coach	tatkins@ucschools.org
Dr. Crystal Beach	ELA Teacher/RTI and Student Support	cbeach@ucschools.org
Christal Chastain	SPED Dept. Chair	cchastain@ucschools.org

| Emily Cobb | ELA/STEM Teacher | ecobb@ucschools.org |
| Alicia Frizzell | STEM Director STEM Teacher | afrizzell@ucschools.org |

Financial

As demonstrated through our history with successful implementation of multiple federal, state, and internal initiatives, UCS faculty and staff have the capacity and expertise to successfully implement the L4GA initiative. Internally, the L4GA grant will follow the procedures (**financial controls**) outlined in the 2019-2020 Union County School's **Federal Programs/Financial Policies and Procedures Handbook**. The handbook provides rigorous internal controls by providing a step-by-step, systematic approach to managing the rules and guidelines of federal programs to ensure consistent compliance. Three out of five (primary, elementary, and middle) schools in Union County are currently Title I schoolwide schools. Union County Schools receives and has successfully allocated annual federal funds from Title I, II, IV, V, and IDEA. The past three years' **audits** have resulted in minor suggestions for future best practices and **one financial finding** (revenue entry was recorded in FY19 instead of FY18) The finding has been corrected and procedures in place to prohibit a possible future error. Union County Schools will fulfill the specific requirements of the grant with fidelity and within budget and include all stakeholders in the budget and performance plan. The L4GA grant will adhere to the following provisions:

1. A grant stakeholder awareness session is held to ensure that individuals understand goals, objectives, implementation plans, and to develop a timeline and tentative budget. Future meeting dates will be determined (frequency outlined in Section 1).

2. Budget is determined and reviewed by stakeholders and completed by Federal Program

director ensuring items are allowed and aligned with 15% to B-5, 40% to K-5, 20% to 6-8, and

20% to 9-12.

3. Budget is uploaded to Consolidated Ap and signed off by Director, Superintendent, and

GaDOE Grant Administrator.

4. Allowable items are listed on an internal electronic purchase order system and sent for

approval by the Grant Directors (prior to purchase).

5. Once approved, items are procured and packing slips and confirmation of goods received is

sent to the central office bookkeeping team.

6. Union County uses the indirect cost calculation, chart of accounts, and Grants Accounting

Online Reporting System (GAORS) provided by GaDOE to plan, budget, expend, and draw

funds.

7. Travel guidelines and step-by-step procedures are outlined in the Union County Schools

Federal Programs handbook.

L4GA Relationship To District Strategic Plan and Comprehensive Needs Assessment

Literacy is an essential skill. The results of the district Comprehensive Needs Assessment (CNA),

including the Root Cause Analysis, indicated the following system priorities be implemented every day,

in every way, for everyone, across all schools while encompassing whole child development. The

relationship between UCS goals and Union County LIFE goals (improve literacy outcomes) are evident in

the following manner:

1) **Student Achievement** - Union County Schools continues to strive for high achievement.

However, grades P-K through 8 have demonstrated a lack of proficiency in writing. The high

school implemented cross-curricular project based learning to engage learners. Literacy (reading and writing) across the curriculum is the foundation of student achievement.

2) Culture and Climate - Children learn best when they feel safe and nurtured. In generational poverty, families sometimes view schools negatively. By developing literacy partnerships from a birth to 5 age, families will feel more involved and welcomed within the school setting. Ultimately, these partnerships will develop literacy from the start of life which is the key needed to unlock the door to success and break the chains of generational poverty.

3) **Stakeholder Communication and Engagement** - After hours or during school literacy programs/instruction, information posted electronically, local newspaper coverage, and celebrations could be a stepping stone to foster meaningful school to home relationships. The birth to 5 population would be a key added component.

<u>Section 7 Resources, Strategies, and Materials to Support Implementation of Literacy Plan</u>

UCS has developed a comprehensive literacy plan (Union County Literacy Is For Everyone [LIFE]) to be implemented from birth to grade 12 and across all content areas. Careful consideration has been utilized to ensure the plan for each age group is both age-appropriate, research-based, and the product of the district's needs assessment and root cause analysis. Each proposed purchase will have a positive impact on literacy and student academic engagement and success.

<u>Goal/Needs With Possible Root Causes Key</u>

To increase student achievement, the district will increase print and digital resources to children in homes and daycare/childcare centers. Research indicates children from poverty hear a smaller number of words with more limited syntactic complexity and fewer conversation-eliciting questions, making it difficult for them to quickly acquire new words and to discriminate among words and that there is less access to reading materials (Edutopia-Education Equity, 2016). With 58% of primary students identified as economically disadvantaged, this would foster literacy concepts, promote interest and creativity, and build communication skills. By providing opportunities to impoverished families, increasing partnerships between the district and community, culture and climate as well as stakeholder communication and engagement would improve. 'How to' instructional videos posted on the district LIFE website would provide childcare centers and parents with best practices strategies.

Birth to Five Years

How it Impacts	School/ District Needs Addressed	Research Based Component Alignment	Materials Needed for Student Support, Engagement, and Teacher Support
Access to Print -Provide print & digital resources to feeder programs and families -Provide a greater volume of quality, age-appropriate literacy materials in school media centers (age and cognitive appropriate)	**District/School Goals** 1. Student achievement 2. Culture & Climate 3. Community Engagement **Root Cause** -Increase mastery -Build Language and communication skills, create interest, and build the bridge between home and school	-Use high quality literature -Use multiple text that link & expand concepts	-Books (big books, picture, texture, audio/ebooks, etc) =Reading areas and storage -Child friendly magazine subscriptions such as Ranger Rick, Jr. and National Geographic Little Kids -Rhyming books with familiar jingles such as nursery rhymes
Literacy Impact -Provide opportunities for reading and discussing -Concepts of print/print awareness -Alphabet knowledge and sounds -Promote literacy through natural environments (Music/rhymes/discovering print/exploring libraries/first words/touch & picture books)	**District/School Goals** 1. Student achievement 2. Culture & Climate 3. Stakeholder communication & engagement **Root Cause** -Increase mastery -Build Language and communication skills, create interest, and build the bridge between home and school -Increase partnerships between district & community	-Teach reading for authentic meaning-making literacy experiences for pleasure, to be informed, and to perform a task -Use multiple text that link & expand concepts	-Meeting space fees/light snacks -Consultants/authors/speakers -Writing/art supplies such as crayons, stamps, paint, washable markers, different types of paper, journals, workbooks, & white boards -Puppets & dramatic play supplies -Story Boards -Age/Size - Appropriate writing and drawing center table -Center activities and supplies -Dramatic play -Musical instruments (rhyme & rhythm) -Book displays -Printed name recognition
Student Support/Stakeholder Support/Community Engagement -Provide literacy PD and best practices	**District/School Goals** 1. Student achievement 2. Culture & Climate 3. Stakeholder communication & engagement	-Teach reading for authentic meaning-making literacy experiences for pleasure, to be informed, and to perform a task	-Age appropriate devices (Leap Pad, iPad, Chromebooks for listening & recording) (Including PD for devices & programs -Technology consultants/Webmaster service and fees -Digital peripherals

-Provide logistical info and best practices face to face & through website -Parent/Community communication -Track formative/summative assessments -Promote daily dedicated time allotted for literacy practices -Provide age-level whole child development training -Ensure all stakeholders understand literacy roles & goals -Educate parents on community resources -Best practices literacy instruction including differentiation and other literacy strategies -Interventions and Assessments -Provide various family-friendly times for training -'How-to" (PD) videos/information on website -Required assessments	**Root Cause** -Identify students entering school with literacy deficients -Poverty awareness & increased community awareness of how poverty affects teaching and learning -Parental engagement	-Use a variety of assessment techniques to inform instruction	-CD/DVD players -Assessments fee for age 4 children in Pre-K and/or Childcare centers -PALS assessment and kits (250 children) -PPVT 4 assessment and kits (250 children) -WSO assessment (250 children) -Kits and materials for testing -Annual subscription assessment fees -Personnel cost for administering assessments -Consultants/authors/speakers -Meeting space fees -Supplies for training including mailings -Literacy instructional texts including book studies for school staff/daycare staff -Allowable incentives, including books, bookmarks, subscriptions, etc.

Educational Leadership states that the majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels--if they are identified early and given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies. These skills are fundamental to student achievement. Adolescent struggling readers experience a history of failure and frustration and often develop feelings of hopelessness and lack of trust in their abilities to academically succeed and tend to struggle most with decoding words and reading comprehension (CEEDAR Center).

Teachers who use cross-curricular themes create active readers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas. Authentic tasks focus

on student choice and ownership; extend beyond the classroom walls; involve a variety of reading and writing opportunities; promote discussion and collaboration; and build upon students' interests, abilities, background, and language development (Aslan, 2016). Activities creating student interest would promote school attendance and create a positive learning environment. Students, in turn, would be more prepared for life skills. School staff has requested literacy coaches for helping with resources, guidance, and effective literacy strategies, and every effort will be made to invest in this resource. In a study published by Education Next (2018), it showed that instructional coaching improves both instructional practice and student achievement. UCS will work with businesses, community leaders, parents, and higher education establishments to build school support, request constructive feedback, discuss goals, best practices, and analyze data.

How it Impacts K-12 Schools including WG (WG = 59 students)	School/ District Needs Addressed	Research Based Component Alignment	Materials Needed for Student Support, Engagement, and Teacher Support
Access to Print & Student Support -Provide print & digital resources to feeder programs and families -Provide a greater volume of quality, age-appropriate literacy materials in school media centers (age and cognitive appropriate) -Promoting writing across the curriculum -Literacy Rich Environment (Promote listening, speaking, reading, viewing, drawing, & writing) -Utilization of digital devices used to support literacy enhancement	1. Student achievement 2. Culture & Climate 3. Stakeholder communication & engagement **Root Cause** -Increase mastery -Build Language and communication skills, create interest, and build community support -Priority focus on writing across the curriculum	-Utilize and strengthen peer support & review -Teacher collaboration , including the development of writing rubrics -Provide students with constructive feedback -Implement instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension	-Tech devices/programs -Presentation (speaking, listening) supplies including electronic peripherals -Publishing center & supplies -Writing/art supplies such as crayons, stamps, paint, markers, different types of paper, journals, workbooks -Printers & supplies -Media Center-Makerspace supplies -Ergonomic furniture/workstations -Age appropriate, high interest fiction & non-fiction print & digital books -Allowable incentives, including books, bookmarks, subscriptions, including offering book-fair discounts -Drama/theatre/play supplies -Age-appropriate school media center furnishings/seating/tables/ shelving -Resources/programs to implement instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension -Furnishings/accents for enhancement of whole child learning within classrooms -Approved field trips -Age appropriate devices (iPad, chromebooks) -Assessment fees to add required assessments for L4GA grant (PALS, PPVT4, Dibels Acadience) -Digital subscriptions/programs promoting reading/writing across the curriculum

Teacher Support & Instructional Engagement Professional development including: Research based, effective instructional strategies, and teaching strategies with high-effect size MTSS implementation supports	1. Student achievement 2. Culture & Climate 3. Stakeholder communication & engagement **Root Cause** -Increase mastery -Build community support through better understanding of student performance -Provide high quality, consistent professional development -Priority focus on writing across the curriculum	-Train teachers to teach phonics, phonemic awareness, vocabulary, fluency, and comprehension -Integrate a comprehensive word study/phonics program into reading/writing instruction. -Use a variety of assessment techniques to inform instruction -PD for best practices for literacy instruction	-Assessment fees, online reporting, & supplies required by L4GA -Evidence-based progress monitoring assessments -PD for data mining and data assessment analysis -Digital devices used for benchmarking, screening, and progress monitoring -How to guide instruction and RTI for all students -PD for increasing awareness on value of writing -Consultants/authors/speakers -Stipends and extra duty allowances -Light snacks at literacy events with parents or community partnerships -Whole child training and supplies that ensure children are safe, healthy, challenged, supported and engaged -Core Literacy Team to attend 5 day GAEL Leadership Institute -Technology consultants/Webmaster service and fees -Literacy instructional texts including book studies for school staff -Protected PLC opportunities -Partnership Institutes for L4GA grant -Salary & Benefits for instructional coach -Substitute for coverage for allowable PD and/or stipends for additional duties -Support for ELL, SPED. & RTI students
Community Engagement	1. Student achievement 2. Culture & Climate 3. Stakeholder communication & engagement **Root Cause** -Increase partnerships between district & community -Provide & maintain a variety of communication strategies	-To communicate and build trusting relationship -Be intentional about staff hiring/training to promote effective staff-family interactions -Connect families to each other, to the program staff, to schools, and to other community partners -Help support families with their basic needs	-Resources/guides for instruction -Support B-12 Initiatives with Literacy Coach -Encourage community/ family engagement through publications, websites, social media -Collaborate with colleagues, students and families to assess students' writing and celebrate student progress

Union County Schools has dedicated much time researching, planning, and preparing a list of crucial resources, research-based strategies, and relevant materials in an effort to support and enrich literacy instruction/opportunities from birth to grade 12 in all areas including reading, writing, speaking, listening, and digital literacy. As a system, we recognize the importance of community partnerships and effective communication among all stakeholders as we strive to create a positive and celebratory school culture where literacy engagement stands at the cornerstone of all learning. Through the analysis of multiple data sources and observations across the system, Union County Schools has identified areas in need of literacy enhancement and support. The Union County Literacy Is For Everyone (LIFE) plan provides access to much needed and age-appropriate literacy materials for ages previously not served (birth to five years), and K-12 access to professional development that offers teachers new knowledge and excitement about literacy to their students in the form of research-based strategies, abundant access to print (all forms), and programs geared toward inciting a love of reading and increasing literacy.

<u>Section 9 Budget Summary</u>

Union County Schools (UCS) seeks to **expand** instruction and resources and are pleased to have the opportunity to meet the literacy needs of our youngest population (B-5). Allocated funds to the Union County Literacy Is For Everyone (LIFE) plan will provide a literacy-rich environment for local daycares and early learning centers and provide books to families with young children (approx 250 4-year olds and 350 day-care children). Within our socioeconomically disadvantaged and geographically isolated county, the L4GA grant would enable the **expansion of best practices** in classroom literacy and will extend classroom experiences to the community, homes, and school media centers by providing an **abundant selection** of print and electronic literacy resources. The requests below stem from community, school, and district needs assessments.

Union County Schools Birth to 5 and K-12 proposal requests funding for:

<u>Print & Digital Materials</u>

UCS requests literacy materials for early care and learning centers, classrooms, home libraries, community book centers, and media centers. Providing high-interest books, magazine subscriptions such as National Geographic Little Kids, and nursery rhymes that are age-appropriate will aid in developing language building blocks and fostering a love for reading. Drawing, writing, dramatic play supplies, and materials including digital to increase interest would be provided. The primary, elementary, and Woody Gap school need access to curriculum for phonemic awareness, phonics, and explicit vocabulary instruction which has positive effects on print knowledge and potentially positive effects on phonological processing and early reading/writing.

Professional Development

Early care providers and parents will benefit from PD geared specifically toward younger children to demonstrate best practices and examples of 'How To' with a variety of topics such as rhythm in rhymes and jingles and asking predictive questions. PD will be needed for teachers, including SPED, ELL, CTAE, and others, to learn research-based instructional strategies effective in teaching writing and reading in their respective content areas. Books for book studies such as John Hattie's Visual Learning, will train teachers in high effect teaching strategies. Fees will include speakers, webmaster, substitutes, travel, and supplies. The grant lead team of 5 will attend the GAEL Leadership Institute with instructional leader, Sherry St. Clair for 5 days ($2100 per person not including travel). New assessments such as the PALS and PPVT 4 will require training. School staff has requested a full-time literacy coach to guide instruction and provide resources.

Technology and Software

Several of the L4GA assessments require devices for data entry and analysis. Age appropriate devices with headphones and mics will benefit young students. Digital subscriptions to promote the five components of reading will address areas of need and create interest in reading. Additionally, software/subscriptions that focus on the five components of reading will build reading foundation skills.

Writing Materials/Supplies

To address the writing across the curriculum goal, materials such as journals, stamps, a variety of writing/drawing supplies, whiteboards, publishing center supplies, and ergonomic furniture and workstations would create a positive environment to encourage the whole child

philosophy. Furthermore, providing paper and various other writing/drawing supplies to the birth to five population will enhance creativity and allow children to express their thoughts and inferences through drawing and art as multimodal literacy compositions.

Events

Costs associated with community-wide literacy events (author visits, writing contest rewards, books, etc.) will promote excitement and student engagement. In addition, this will contribute to our efforts in creating a celebratory culture and involving the community in our literacy efforts.

Classrooms & Media Centers

In aligning with the Whole Child Approach of teaching and learning, age-appropriate seating and shelving, as well as a wide variety of high-interest fiction and non-fiction print and electronic literacy materials, will serve as important components in meeting literacy goals within media centers and classrooms. Because child seating/fixtures is not age-appropriate or ergonomic (outdated), replacements would encourage reading, writing and whole-child learning in classrooms and media centers.   Classrooms are in need of tables and seating for reading centers, small group instruction, and collaborative learning. Publishing centers and school Makerspace centers will support authentic writing across the curriculum.

Assessments

UCS will continue the use of screeners and formative/summative assessments. We request funding for PALS, PPVT 4, Dibels Acadience, and evidence-based progress monitoring tools.

Stipends, Additional Duty Pay, and Substitute Pay

Stipends and additional duty pay for literacy leaders performing additional duties during the school year and when off contract is needed, and substitute coverage will be needed for PreK teachers when assessing due to the length of the assessment and testing individually. Substitute pay will also be required when educators are away at professional development events.

UNION GENERAL HOSPITAL, INC.

35 Hospital Rd. • Blairsville, Georgia 30512 • Phone: (706) 745-2111

January 13, 2020

Union General Health Systems
35 Hospital Rd
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

In understanding the importance of literacy in our schools and throughout our community, we join hands with UC Schools in supporting families and our youth by communicating the importance of literacy, offering literacy project support, and supporting the literacy efforts in our schools and community. We are proud to join in the effort to promote the importance of literacy at every opportunity and to provide children of our community with wide-ranging support services, information and resources they require for a literacy rich life. Promoting literacy is not just good for children and families; it is good for our community as a whole.

Union General Health Systems is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Union General Health Systems
Leslie Daniel
Administration

"Living and Learning in the Mountains"   *Established 1943*

MARK A. IVESTER
President

January 13, 2020

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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North Georgia Technical College is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Mark A. Ivester, Ed.D.
President

◇ Bank**OZK**

January 27, 2020

Jason Karnes, Market President Bank OZK
271 Hwy 515
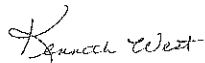Blairsville GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Bank Ozk is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Jason Karnes
Market President, Bank OZK

North Georgia News

January 15, 2020

North Georgia News
PO Box 261
Blairsville, GA 30514

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

In understanding the importance of literacy in our schools and throughout our community, we join hands with UC Schools in supporting families and our youth by communicating the importance of literacy, offering literacy project support, and supporting the literacy efforts in our schools and community. We are proud to join in the effort to promote the importance of literacy at every opportunity and to provide children of our community with wide-ranging support services, information and resources they require for a literacy rich life. Promoting literacy is not just good for children and families; it is good for our community as a whole.

_____*The North Georgia News*_____ is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

North Georgia News

Kenneth West

January 10, 2020

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Chick-fil-A Blairsville is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Daniel Liberatore
Owner/Operator

1/13/2020

Rinnel Atherton Ph. D.
Young Harris College
1 College Drive
Young Harris, GA 30582

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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_____Young Harris College_____ is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Young Harris College

Rinnel Atherton Ph. D.

Adam M. Born
President
NMLS# 1406028
P.O. Box 398 | Blairsville, Georgia 30514
(706) 439-2196 | adam_born@ucbi.com

1/10/2020

United Community Bank
177 Hwy 515 E
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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<u>United Community Bank</u> is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

United Community Bank

Adam Born
President

Blairsville PTO, Inc.

P.O. Box 1476
Blairsville, GA. 30514

January 22, 2020

Blairsville PTO, Inc.
P.O. Box 1476
Blairsville, GA. 30514

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Blairsville PTO, Inc. is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Blairsville PTO, Inc.

S. Michelle McKechnie

S. Michelle McKechnie

1/10/20

First United Methodist Church Child Enrichment Center - CEC Preschool
938 Highway 515
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Child Enrichment Center is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

First United Methodist Church Child Enrichment Center – CEC Preschool

Heidi E. Hall / CEC Preschool Director

January 21, 2020

Ms. Julie's Child Care & Leanring Center
93 Laurel Ridge Road
Blairsville, Ga . 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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_____Ms. Julie's Child Care & Learning Center____is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Ms. Julie's Child Care & Learning Center

Julie Hughes

January 16, 2020

Shannon's Kids, Inc.
36 Triple H Dr.
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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    Shannon's Kids, Inc.   is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Shannon's Kids, Inc

Shannon Nix

Ferst Readers of Union County
Childhood Literacy Program

P.O. Box 2743, Blairsville, GA 30514 (706-897-1259)
www.ferstreaders.org

**Union County
Ferst Readers
Community Action Team**

Mitch Griggs
Development Authority

Susie Brendle
Union County Library

Glenda McGill
Union County Health Dept.

Judith Baldwin
Friends of the Library

Millie Owenby
Union County Primary School

Janice Cochran, **Co-Chair**
Martha Davenport, **Co-Chair**
Melissa Kelley
Sheryl Maddox
Elaine Queen
Patti Collier
Cathy Kirby
Retired Educators

Kathryn Nelson
Goldrush School of Music

Adina Swanson
Woodmen Life

Pam Jordan
Scott Carter Insurance

Debbie Sticher
Delta Airlines

Jen Rushing
Chamber of Commerce

January 15, 2020

To Whom It May Concern:

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Ferst Readers of Union County is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Melissa Kelley

Melissa Kelley, Ferst Readers of Union County Public Relations

Pioneer RESA

Innovative Solutions
Quality Instruction
Exceptional Service

P.O. Box 1789
1342 Highway 254
Cleveland, GA 30528-0033
Phone: (706) 865-2141
Toll-Free: (866) 812-RESA
Fax: (706) 865-6748

Justin Old
Executive Director

January 15, 2020

Jan Black, Pioneer RESA
1342 Highway 254
Cleveland, GA. 30528

To Whom It May Concern,

     We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Jan Black, ELA Consultant, Pioneer RESA   is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Pioneer RESA
Jan Black

Working Collaboratively with
Banks · Dawson · Fannin · Franklin · Gainesville City · Habersham · Hall · Hart · Lumpkin · Mountain Education Charter High School
Rabun · Stephens · Towns · Union · White · University of North Georgia
Lanier Technical College · North Georgia Technical College · Northeast Georgia Regional Library System
www.pioneerresa.org

1/10/2020

Union County Head Start
226 School Street
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Union County Head Start   is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Union County Head Start

Mary Moss
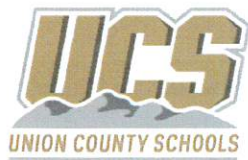
January 21, 2020

Union County Schools GA Pre-K Program
592 School Circle
Blairsville, GA 30512

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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Union County Schools Georgia Pre-K Program is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Amanda P. Chambers

Amanda P. Chambers
UCS Pre-K Site Director

His Lambs
Our Lambs
Incorporated

January 27, 2020

To Whom It May Concern,

We share in Union County Schools' vision of Promoting LIFE (Literacy is for Everyone); the initiative devoted to the development and promotion of literacy as a key component in empowering the youth of Union County and strengthening our community as a whole. We applaud the efforts of UC Schools in placing literacy at the forefront in all aspects of education and whole child development as they work toward transforming not only our schools but also our community into a text-rich environment for families and all children ages birth to 12th grade.

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His Lambs Our Lambs, is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.
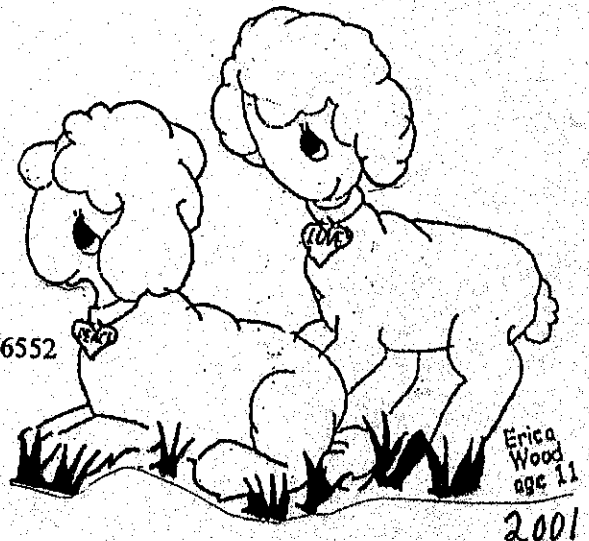
Sincerely,

Mrs. Kim Holbrook
His Lambs Our Lambs

Together and with
God's Word, we can
change the world
one child at a time.

Jesus said, "If you love me feed my lambs..." (John 21:15)

1734 Town Creek School Road . Blairsville, GA 30512 . 706-745-6552

Mountain Regional Library System

Serving North Georgia since 1946
Union County Public Library
303 Hunt Martin Street
Blairsville, Georgia 30512

1/13/2019

To Whom It May Concern,

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Union County Public Library is pleased to join the Union County LIFE, birth to 12th grade, campaign as partners committed to leveraging our organization's reach and influence to spread the message about literacy and build awareness of its importance.

Sincerely,

Susie Brendle

Susie Brendle
Branch Librarian
Union County Public Library

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Application: Union County High School (9-12) LIFE Plan

Paula Davenport - pdavenport@ucschools.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000200
Last submitted: Feb 10 2020 12:36 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	Union County Schools
School or Center Name	Union County High School (9-12) LIFE Plan
System ID	744
School ID	0101

Non-traditional Grade Configuration

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

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

> No

Level

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

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

> High (9-12)

Number of Certified Teachers in School

> 67 (Incl WGS)

Number of Paraprofessionals or Teaching Assistants in School

> 9 (Incl WGS)

Principal or Director

Name	C.T. Hussion
Position	Principal
Email	cthussion@ucschools.org
Phone	706-745-2216

L4GA 2019 School Contact

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

Name	C.T. Hussion
Position	Principal
Email	cthussion@ucschools.org
Phone	706-745-2216

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

UnionCountyUCHighPlan

Filename: UnionCountyUCHighPlan.pdf **Size:** 147.4 kB

Application: Union County Elementary School (3-5) LIFE Plan

Paula Davenport - pdavenport@ucschools.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000183
Last submitted: Feb 10 2020 11:43 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	Union County Schools
School or Center Name	Union County Elementary School (3-5) LIFE Plan
System ID	744
School ID	0103

Non-traditional Grade Configuration

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

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

> 3-5

Level

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

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

> Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

> 48 (Incl WGS)

Number of Paraprofessionals or Teaching Assistants in School

> 11

Principal or Director

Name	Gerald Bavero
Position	Principal
Email	gbavero@ucschools.org
Phone	706-745-9615

L4GA 2019 School Contact

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

Name	Gerald Bavero
Position	Principal
Email	gbavero@ucschools.org
Phone	706-745-9615

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How evidence-based practices and activities will be selected

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

[UnionCountyUCElemPlan](#)

Filename: UnionCountyUCElemPlan.pdf **Size:** 113.6 kB

Application: Union County Middle School (6-8) LIFE Plan

Paula Davenport - pdavenport@ucschools.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000185
Last submitted: Feb 10 2020 12:36 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	Union County Schools
School or Center Name	Union County Middle School (6-8) LIFE Plan
System ID	744
School ID	0108

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

47 (Incl WGS)

Number of Paraprofessionals or Teaching Assistants in School

12 (Incl WGS)

Principal or Director

Name	Gwen Stafford
Position	Principal
Email	gstafford@ucschools.org
Phone	706-745-2483

L4GA 2019 School Contact

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

Name	Gwen Stafford
Position	Principal
Email	gstafford@ucschools.org
Phone	706-745-2483

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

UnionCountyUCMiddlePlan

Filename: UnionCountyUCMiddlePlan.pdf **Size:** 120.5 kB

Application: Union County Schools Primary (K-2) LIFE Plan

Paula Davenport - pdavenport@ucschools.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000179
Last submitted: Feb 10 2020 11:38 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	Union County Schools
School or Center Name	Union County Primary School (K-2) LIFE Plan
System ID	744
School ID	1050

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).

K-2

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

58 (Incl WGS)

Number of Paraprofessionals or Teaching Assistants in School

34 (Incl WGS)

Principal or Director

Name	Millie Owenby
Position	Principal
Email	mowenby@ucschools.org
Phone	706-745-5450

L4GA 2019 School Contact

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

Name	Millie Owenby
Position	Principal
Email	mowenby@ucschools.org
Phone	706-745-5450

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How evidence-based practices and activities will be selected

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

UnionCountyUCPrimaryPlan

Filename: UnionCountyUCPrimaryPlan.pdf **Size:** 561.3 kB

Union County Schools LIFE (Literacy is For Everyone) Plan

School Name:
Union County Primary School and Woody Gap School

School Level Foundation & Past Initiatives

A. Introduce Your School:

Union County Primary School (UCPS) is a Title 1 school located in Blairsville, Georgia, in rural northeast Georgia. UCPS is comprised of the Union County Bright From the Start Pre-K program, a Special Education Preschool serving 3 and 4-year-olds, and Kindergarten through 2nd grades. UCPS currently serves 717 students, of which 51.2% are male and 48.8% are female. Demographically, the population is as follows: 90.5% White (Non-Hispanic), <1% Black (Non-Hispanic), 5.3% Hispanic and 3.5% Multi-Racial. 58.13% of our student population receives free and/or reduced lunches.

Grade	Total Number of Classes	Average Class Size	Inclusion/ Co-Teaching Classrooms	Gifted (SPICE) Classrooms
Special Education ages 3 and 4	1	19	N/A	0
Pre-K	6	19	2	0
Kindergarten	9	22	2	0
1st	9	19	2	1
2nd	10	21	2	2

UCPS utilizes the Early Intervention Program (EIP) which provides students in grades K-2 with academic support from additional paraprofessionals within the regular classroom.

*Woody Gap School (WGS) has a total of 15 students in the K-2 span. Students are served through a multi-grades per classroom model due to the low enrollment because of the isolated, rural location of the school. Student data analysis has been included with that of UCPS.

The 58 teachers and 4 administrators at UCPS and WGS are highly qualified, as more than 70% currently hold a master's or specialist's degree.

UCPS recognizes the importance of the GA Systems of Continuous Improvement in sustainability (as is demonstrated to the left). In addition to academic growth and achievement, UCPS is committed to providing social, emotional, and behavioral support for all students in an effort to help each child reach his/her full potential. The continuous improvement systems, along with current implementation of SEL programs such as Second Step, will ensure all learning

environments are successful and supported. UCPS has maintained a four-star CCRPI climate rating since SY14.

Past Initiatives:

In recent years, UCPS has implemented several programs with a goal of meeting the literacy needs of each individual child and achieving maximum student growth throughout our school. These initiatives have included GSE instructional frameworks, various EIP models, the Pyramid of Intervention, 21st Century Community Learning Centers after-school program, AIMSweb, Scott Foresman Reading Street, Fundations, and Saxon Phonics and Spelling. Educational software initiatives have included Accelerated Reader, SuccessMaker, and Waterford Early Learning. While positive results were experienced with several programs, each program was met with challenges. Some programs lacked adequate differentiation for our academically diverse classrooms while others were not renewed due to excessive annual expenses or the lack of use.

Engaged Leadership: School Literacy Leadership Team
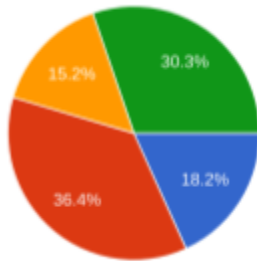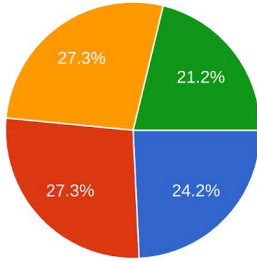
Team Member	Role	Contact Info
Millie Owenby	Principal	mowenby@ucschools.org
Amanda Chambers	SpEd./Pre-K Director	achambers@ucschools.org
Casey Potts	Media Specialist	cpotts@ucschools.org
Kristal Hemphill	Academic Interventionist	khemphill@ucschools.org
Stefany Garrett	Kindergarten Teacher	skay@ucschools.org
Amanda McBride	1st Grade Teacher	amcbride@ucschools.org
Tammy Cook	2nd Grade Teacher	tacook@ucschools.org

Staff members at UCPS recently completed the GA Literacy Plan Needs Assessment. A literacy team was established to analyze survey data, assess current literary practices, and determine action steps. Additional print and electronic media will be required to expose students to a literacy rich environment. Classrooms and the media center will benefit from ergonomic furnishings and reading stations that increase student interest while catering to the whole child. Furthermore, a literacy coach will guide, coordinate, and provide PD and resources.

B. **How will the literacy team:**

(1) Coordinate Comprehensive Literacy Instruction

Current Instructional Practices	Needs Assessment Indicators
>Adoption of research-based instructional practices including: ELA/Reading Georgia Standards of Excellence >Engaging Readers-Kindergarten Bookworms-1st & 2nd >School-wide 90 minute literacy block >Additional writing support for K-2 (one segment weekly)	>Lack of professional learning for best practices regarding balanced-literacy components/strategies. **>**Inconsistent implementation of all components of balanced literacy (specifically explicit phonics, phonemic awareness, and vocabulary instruction). >*Implementation of writing instruction is not cross-curricular.* (Survey Data-Building Block 3: Disciplinary Literacy) (Survey Data-Building Block 5: Effective Writing Instruction) **Exemplary**, **Operational**, **Emerging**, **Not Evident**

Action Steps:
>Provide content focused professional learning to enhance teacher knowledge of balanced-literacy instructional components which correlate to GSE (Darling-Hammond, Hyler & Gardner, 2017).
>Establish a literacy schedule to facilitate an optimal time frame for each component of balanced-literacy.
>Promote collaborative planning to ensure cross-curricular writing instruction occurs across grade levels.
>Adopt research-based instructional programs in the areas of phonics, phonemic awareness, and

vocabulary acquisition.
>Provide a literacy coach for consistency, PD, and guidance.

(1) Coordinate Comprehensive Literacy Instruction (continued)

Current Intervention Practices	Needs Assessment Indicators
>Tier I: literacy instruction-Georgia Standards of Excellence with interventions to address deficiencies >Tier II: literacy remediation - small group instruction within the classroom* >Tier III: individualized and small group instruction based on skill deficits with academic interventionist* >Gifted, EL, and SWD students receive services and supports in accordance with MTSS guidelines. *The UCPS master schedule includes a 45 minute block for remediation/intervention.	>Lack of "parent friendly" information regarding tiered instruction. >Lack of research-based and evidence-based literacy interventions designed to meet literary skill deficits across all content areas. >Structured collaboration to review individualized RTI plans and progress monitoring. (Survey Data-Building Block 4: Progress Monitoring) 39.4% 27.3% 30.3% **Exemplary**, **Operational**, **Emerging**, **Not Evident**

Action Steps:
>Teachers will share progress monitoring results with parents of students in Tier II during regularly scheduled conferences. Academic interventionists will schedule a minimum of two meetings in a calendar year with parents in collaboration with the classroom teacher of students in Tier III.
>Adopt and implement research-based interventions and evidence-based resources for each tier that will meet content area deficits and close skill gaps.
>Provide professional learning in the area of high-leverage, evidence-based intervention practices to eliminate literacy skill deficits in all students (Brownell, Kamman, McCray, & Robinson 2017).
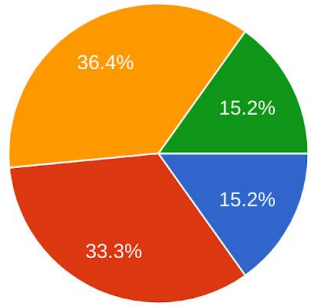
(2-A) Community Activities

UCPS values and recognizes the importance of its strong partnerships with community members and parents. Family-school-community partnerships are essential for assisting students in achieving their maximum potential and for meeting the needs of the whole child. (Parent, Family, Community Involvement in Education, 2008). UCPS plans to enhance and extend community partnerships and invite parent involvement in current and future initiatives including, but not limited to:

Community Asset	Literacy Opportunities
School-to-Home Communication	>Social media (Facebook, Instagram, Remind, etc.) >Monthly and weekly newsletters >Daily Agendas >Signage/banners/celebrations/etc.
Union County Public Library	>Sponsors summer reading programs and public story time >Encourages and assists students with obtaining a library card and utilizing public library literacy resources
Chick-Fil-A	>Sponsors Chick-Fil-A Essential Core Values Program >All Pro Dad's Day-monthly
Community/Stakeholder Volunteers	>Listen to students read >Conduct classroom read alouds as well as grade-level story time-monthly >Guest speakers
School/System Parent Liaisons	>Coordinates volunteers for various literacy activities >Keeps parents informed and involved in weekly school events >Newsletters, Social Media, Celebrations
Family Connection	>Coordinates volunteers and supplies for families in need >Goodies From the Heart-nonperishable food items for students in need >Mentors
Literacy Activities (occur throughout the school year)	>Literacy-Themed Family Night >Visiting Authors >Student Showcases >Monthly reading initiatives >Family Game Night at School with books as prizes >Family Fitness Night and Book Swap
Parent Involvement Opportunities	>Teacher Early Literacy Skills >Sight Word Parent Training (K) >Webinars >Social Emotional Learning Opportunities
Misc. National Programs	>Six Flags Read to Succeed >Pizza Hut Book-It >National Read Across America Day >DEAR-Drop Everything And Read

Local Businesses	>Provide various rewards for literacy incentives and celebrations

(2-B) Literacy Assessments to Launch

Current Assessment Practices	Needs Assessment Indicators
>ELA MAP benchmarks occur three times per year in grades K-2 >Fountas and Pinnell and Scholastic running records bi-weekly in grades 1-2 >Informal Decoding Inventory (IDI) 3 times per year in grade 2 > GKIDS 2.0 in Kindergarten >Additional assessments including easyCBM are used to provide progress monitoring between benchmark windows	>Lack of infrastructure and resources for consistent diagnostic assessments. >Lack of established data management tools for progress monitoring that can be shared among teachers involved in student progress monitoring. >Inconsistent data analysis. >Professional learning and horizontal/vertical collaborative opportunities for reviewing and interpreting data. >Lack of parent friendly information on assessments and Tier information (Survey Data-Building Block 1: Feeder Patterns Inform Data/Provide Direction) 36.4% 15.2% 15.2% 33.3% **Exemplary, Operational, Emerging, Not Evident**

Action Steps:
>Establish a consistent schedule with additional proctors and/or substitute coverage for assessments.
>Establish research-based practices for progress monitoring using resources such as the Academic Progress Monitoring Tools Chart (Academic Progress Monitoring Tools Chart, 2018).
>Provide professional learning and collaborative opportunities for linking data analysis to literacy strategies.
>Research, adopt, and implement Diagnostic Reading Assessments including Dibels (Acadience) as

required by the L4GA grant.
>Use the LIFE website to disseminate information on literacy and the assessments.

(3) Monitor and Improve Implementation

The UCS Strategic Plan (pictured below) places emphasis on the improvement of student achievement and organizational excellence and will be instrumental in guiding the UCPS Action Steps. Administration will increase the number of professional development opportunities to support staff in understanding balanced-literacy instruction, evidence-based practices, and the importance of a "whole child" approach. Grade level data analysis will occur after benchmark assessments are administered to modify instruction and ensure high-leverage practices in all content areas meet the literacy needs of all learners. Action Steps will be monitored by administration, the school literacy team, grade level literacy coaches, and instructional staff during monthly PLC and team meetings.

Success for All
We prepare ALL students for success.

2018-2022 Strategic Plan Strategy Map

C. How research-based practices and activities will be selected (Include evidence-based Prof Dev practices)?

High-leverage practices and activities will be selected if they meet the following considerations:
Does the practice/program meet a need identified in the current needs assessment survey?
Does the practice/program supplement an academic need as identified by curriculum-based assessments?
Is the practice/activity research-based and does it implement high-leverage instruction?

Professional Development will be identified and selected by:

-Identifying the instructional needs of the faculty based on surveys assessing knowledge of current and future planned curriculum

-Analyzing deficiencies based on current and future academic assessments including DIBELS and other norm-referenced assessments

-Researching the most effective evidence-based options, including training from presenters of newly adopted evidence-based curriculum, Pioneer RESA, and Bright From the Start

High quality evidence-based Professional Development should:

-Build teacher content knowledge and ensure deep understanding of the standards

-Align curriculum with GSE

-Enhance teacher's knowledge of best practices

-Ongoing and job-embedded

-Include teacher collaboration

-Reflect teachers' input indicating their current instructional needs

-Help teachers use data to guide instruction and interventions by examining student work

-Include other topics of interest to address current needs of students and teachers outside the realm of literacy in order to address whole-child development

-Meet the identified needs of all stakeholders, including early childhood partners and providers within the community

Professional Development success will be measured by:

-Student performance on DIBELS and other assessments used in identifying deficiencies

-Keeping records of teacher attendance at all professional development opportunities and following up/redelivering to those not present

-Surveys to establish explicit needs/questions of all stakeholders prior to professional development to ensure all needs are addressed

-Monthly collaboration between teachers, literacy coaches, and/or grade level interventionists to ensure fidelity and successful implementation of new curricula and instructional strategies.

D. **How to:**
(1) Identify students for literacy intervention or other support services

Students are identified for literacy intervention using a variety of school wide assessments and data. The MAP (Measures of Academic Progress) assessment is given three times a year and is used to determine which students fall below the 25% goal line. The classroom teacher and academic interventionist meet monthly to determine if the MAP results are consistent with classroom performance. The classroom teacher also analyzes the IDI, easyCBM, SRI, progress monitoring, running records, and classroom grades to determine the need for intervention. Those concerns are

addressed in the monthly meetings between the academic interventionist and classroom teacher. If there is a need for Tier II services, classroom teachers begin progress monitoring which includes documenting procedures and interventions for that student. However, if a student is in need of Tier III a Student Support Team meeting is held to determine eligibility for services. The team analyzes all of the data and decides the best action plan for the student. The Student Support Team is comprised of the principal, counselor, behavior interventionist, academic interventionist, and classroom teacher to ensure whole child needs are met. If Tier III is warranted, the student will be pulled out of the classroom 45 minutes daily for research-based literacy interventions.

(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?

The Union County School System is dedicated to the academic success and personal growth of all students. Goals for the district literacy plan were created using data from the district Comprehensive Needs Assessment (CNA) to ensure coherent instruction, effective leadership, family engagement, and community partnerships. UCPS needs assessment data correlates with district needs in the areas of writing across the curriculum, establishing appropriate progress monitoring and research-based interventions, and stakeholder engagement. The UCPS action plan supports these goals, as well as those documented in the school improvement plan, and will guide academic achievement through evidence-based literacy instruction and research-based practices in all content areas. All educational opportunities will be provided in a physically and emotionally safe environment. Staff development will be provided on a continuous schedule for examination of evidence-based instructional and assessment practices in literacy. Collaborative planning opportunities will be designed to foster communication, analyzation of data, and consistent inclusion of all components of balanced literacy during the instructional schedule.

E. How to monitor the implementation and effectiveness of services? (Include How will you measure outcomes?)

The literacy team will meet during pre-planning to coordinate the direction needed for monitoring services during the upcoming school year. Implementation and effectiveness of services will be maintained using continuous approaches guided by the grant evaluation schedule:
>PALS three times per year
>PPVT 4 two times per year
>GKids Readiness Checks and GKids 2.0 Performance-Based Assessments
>DIBELS-Next Screening three times per year (Grades K, 1, & 2) including composite (K), nonsense words and oral reading fluency (1st), and oral reading fluency (2nd)
Progress Monitoring: Completed using appropriate DIBELS (Acadience) assessments for Tier II students (bi-weekly) and Tier III students (weekly).
>Other diagnostic, formative, and summative literacy assessments will be administered as determined and the data analyzed by the literacy team and literacy coach. Equipped with data and having the means to harness the information data provides, educators can make instructional changes aimed at improving student achievement (Hamilton et al., 2009).

Union County Schools LIFE (Literacy is For Everyone) Plan

Teachers will be given support to improve literacy instruction and assessment implementation by providing a literacy coach for Birth-Grade 5 as well as other PD opportunities such as attending off-campus professional learning conferences, school-wide professional learning, book studies, webinars, etc..   Staff will also review goal-setting strategies that will identify progress and promote academic success when applying literacy methods across the content areas.

*See district reference sheet for a complete list of references.

Union County Schools LIFE (Literacy is For Everyone) Plan

School Name:
Union County Elementary School
Building Block 1: School Level Foundation & Past Initiatives
A. Introduce Your School**:**
Union County Elementary School (UCES) is located in Blairsville, Georgia. Woody Gap School (WGS) is located in Suches, Georgia. Both Title I schools are located in rural mountain communities in Union County. UCES serves 595 students in grades 3 - 5, and WGS serves 11 students in grades 3 - 5.

School Literacy Leadership Team:
A variety of educators make up the Union County Schools literacy team in order to maximize unique perspectives related to literacy leadership. The literacy team listed below possess a wealth of experience and knowledge to support literacy efforts at the elementary school.

Team Member	Role	Contact Info
Gerald Bavero	Principal	gbavero@ucschools.org
Jeanne Maddaleni	Writing Specialist	jmaddaleni@ucschools.org
Cindy Perry	Library Media Specialist	cperry@ucschools.org
Barbara Hyatt	RTI Coordinator	bhyatt@ucschools.org
Brittany Jordan	Grade 4 Teacher	bjordan@ucschools.org
Kayla Duckworth	Grade 4 Teacher	kduckworth@ucschools.org

B. **How will the literacy team:**
(1) coordinate comprehensive literacy instruction,
(2) community activities, and literacy assessments to launch (Include how you will promote parent involvement),
(3) monitor and improve implementation?

(1) Careful, strategic, coordination of literacy efforts is the cornerstone of an effective literacy initiative . Following evidence based professional learning, the literacy team will coordinate comprehensive literacy instruction using the 5 Building Blocks of Literacy (phonics, phonemic awareness, vocabulary, fluency, and comprehension). Coordination will include incorporating engaged leadership through vertical planning, push-in writing classes, best practices of literacy instruction, and aligning literacy strategies and goals with the primary and middle schools. The literacy team will establish the groundwork for

literacy instruction by collaborating with the LIFE team. Furthermore, the leadership team will continue the continuity and care of instruction by providing consistent professional development and PLCs on literacy instruction. Our balanced literacy team will meet to discuss the curriculum, standards, goals, and research based materials and evidence based instructional strategies teachers will use for instruction. The grade level representatives will share this information with their teams and gather feedback. The balanced literacy team will reconvene to discuss the results of the feedback, and decisions will be made in the best interest of students. The final decision will be rolled out to the faculty as a whole. By using the ongoing formative assessments, teachers will implement the Measures of Academic Progress (MAP), the Houghton Mifflin Harcourt Reading Inventory (RI), running records, and DIBELS (Acadience) for grade 3. Our overall goal will be to increase student achievement.

The literacy team will look for opportunities to expose students to language-rich adult child-interactions throughout the school year. Some of these opportunities will include monthly 4-H meetings, Child Safety Matters, Second Step, D.A.R.E., Sons of the American Revolution, Smithgall Woods, Georgia Mountain Research and Education Center, Community Based Instruction opportunities, and cultural performances. Additional print and electronic media will be required to expose students to a literacy rich environment. Classrooms and the media center will benefit from ergonomic furnishings and reading stations that increase student interest while catering to the whole child. Furthermore, a literacy coach will guide, coordinate, and provide PD and resources.

(2) UCES will evaluate various benchmark data in order to coordinate community activities that best meet the literacy needs of our students. Several organizations have historically supported our school, (e.g., Chick Fil A, Home Depot, PTO, The Rotary Club, UGA Extension Office) in a variety of ways. We look forward to continuing and furthering these productive relationships to support our literacy goals by inviting them, along with other stakeholders, to participate in planning and organizing family engagement events and volunteering in our school. Previous successful events include Read Across America Day, a Literacy Book Tasting, Writer's Workshop, guest author visits, and parent involvement workshops put on by our family engagement coordinator to assist families with 4-H CPA project presentations. In addition to these events, teachers will hold individual conferences with parents to discuss the results of benchmark data to provide parents with specific literacy resources to use at home. To promote parent involvement, the literacy team will use flyers, social media, teacher newsletters, the LIFE website, and Remind messages. Following the parent workshops, we will conduct surveys to seek feedback to determine the effectiveness of each event and to ask parents for suggestions to identify topics needing additional information. This will address culture and climate within our strategic plan and CNA.

(3) To promote stakeholder communication and engagement, the literacy team will review results from surveys completed by parents and faculty members. The results from these surveys will determine future parent events and professional development opportunities needed to improve literacy instruction. In addition, committees such as the Balanced Literacy Team and the Data Review Team will monitor the effectiveness of literacy strategies throughout the process to ensure the best practices are being provided for literacy instruction. Discussions focusing on what works well and what is not working will be held throughout the year, and necessary modifications will be implemented. MAP data will be analyzed to look for trends in classrooms, grade levels, and subgroups. The review team will compile and discuss

possible causes for trends and investigate ways to improve instruction through the use of ongoing formative assessments such as the Measures of Academic Progress (MAP), the Houghton Mifflin Harcourt Reading Inventory (RI), running records, and DIBELS (Acadience) in grade 3.
C. How <u>research-based</u> practices and activities will be selected (Include <u>evidence-based</u> Prof Dev practices)?
Benchmark administrations in critical areas of needs will be identified by the Data Review Team. Team meetings will be held to discuss student progress after collecting benchmark data. Teachers will utilize spreadsheets with student screening scores to monitor individual student growth as well as classroom growth. Benchmark data will be used to help teachers reflect on areas of strength and areas needing improvement in order to implement research-based practices. Student data will be analyzed monthly to achieve each student's potential. Teachers will adapt instruction as needed using research-based practices. Strategies and activities will be provided by the Data Review Team for individualized literacy instruction. Survey data and literacy goals will be reviewed to seek professional development needs. After evaluating these surveys and goals, PLCs, webinars and literacy training opportunities will be provided to the faculty. UCES will utilize their district RESA for professional development in research-based practices. Other evidence-based literacy professional developments will be sought as specific literacy needs arise.
D. How to: **(1) identify students for literacy intervention or other support services,** **(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?**
(1) All classroom teachers provide differentiated instruction based upon lexile level, MAP data, and/or running record assessments. After the benchmark data is completed, students are provided instruction based upon their individual levels. This allows students to reach their next academic level. Students are monitored in the classroom while the teachers adjust instructional levels as needed. The differentiation process allows all students to experience academic success at their level including the use of digital resources available through our 1:1 initiative. As students require more intensive support services, we use a system of tiered intervention. Using a system of tiered intervention, all students will be screened three times a year utilizing the MAP and the RI assessments. Students who score below the 25th percentile on the MAP assessment and who do not meet the target goals on the RI assessment will be considered for Tier 2 or Tier 3 and will receive research-based interventions. In addition, all third grade students and those not meeting the RI benchmarks are given the DIBELS (Acadience) oral reading fluency assessment. Students not meeting fluency targets will be moved to Tier 2 for fluency, as well, and will receive research-based interventions to improve fluency and comprehension. When we look at the whole child, we understand students have social and emotional needs as well as their academic needs. The behavior support team meets every seven weeks to discuss students who are experiencing difficulties. The team is comprised of administrators, behavior interventionists, the school counselor, and

the classroom teacher. The team discusses tiered support services. All students are considered tier one. As students experience difficulties, the team discusses if they need tier 2 or tier 3 services. The students during RTI time receive support via Second Step, which is a social emotional curriculum. The tier process is fluid, and students are able to increase or decrease support as needed. Looking at the whole child allows us to support and nourish not only the students' academic success, but also their social and emotional well-being. This helps us develop well-adapted and active citizens who are empowered and engaged learners.

To highlight a positive learning environment, the Positive Behavior Intervention and Support (PBIS) team will continue to recognize students who display appropriate behavior. The team will continue to survey students to establish a system of rewards the students find desirable. Celebrations of positive behavior will occur monthly and include events, such as dances, or a PBIS store where students are allowed to purchase items with their PBIS tickets. Students can earn tickets throughout the day for displaying positive character traits. They can choose to purchase rewards or save tickets for a larger prize. This reinforces positive behavior traits and increases the frequency in which they occur. Another way of recognizing positive traits is through the monthly Core Values Program with our local Chick-Fil-A partner. Students are selected as Student of the Month when they display exemplary actions according to the monthly word in the program. These students are recognized in the gym with their peers, and it is published on social media.

In an effort to support the whole child, Family Connections helps to provide resources to address any deficits in basic needs such as food, clothing, eye glasses, family bills, school supplies, medicines, and/or medical and dental visits. We also partner with local mental health agencies by inviting them to come into the school to support students. The Union County Mentor program through Family Connections provides caring adults from the community to support students in crisis or trauma.

(2) To promote a positive learning environment, UCES staff works with families, policy makers, and other schools within our district to improve literacy success for all students. In a unified effort, we support the vision, mission, and beliefs of the school district, which was developed by administrators, teachers, para-professionals, parents, business leaders, and community members. Therefore, the leadership team aligned our school goals with the district goals. The leadership team met to discuss potential goals that would improve literacy outcomes, presented it to their teams, and used the feedback to refine our goals. As a result, the UCES plan includes the use of curriculum calendars which are frameworks to ensure standards are taught in a systematic and strategic fashion. By promoting vertical and horizontal planning, teachers are able to provide students seamless balanced literacy instruction. The UCES strategic plan also promotes K-12 collaborative meetings across various areas such as RTI and Special Education. This active collaboration helps provide consistency among schools and our district for quality instruction and performance assessments. In addition, PLCs for writing and literacy are a focus area in this plan.

The ultimate goal for the students at UCES is to benefit from the aligned district and school planning. The systematic and strategic layout teachers follow for literacy instruction allows the target community many opportunities for literacy success.

E. How to monitor the implementation and effectiveness of services? (Include How will you measure outcomes?)

We will monitor the implementation through walkthroughs, teacher observations, team meetings, assessments (MAP, benchmarks, Milestones, etc.) and data review meetings. In the data review meetings, the effectiveness of tier intervention systems will be discussed and a plan developed to reduce or increase the complexity of instruction. In order to measure the outcomes, students will be progress monitored for fluency utilizing DIBELS and progressed monitored for comprehension using the DAZE. Tier 2 students will be progress monitored biweekly. Students not progressing with Tier 2 interventions will be moved to Tier 3 in which they will receive more intensive instruction in a small group setting. Tier 3 students will be progressed monitored weekly. Tier 2 and Tier 3 students not showing progress after four data points will receive additional and/or different interventions. Our school data team will meet monthly to determine appropriate placement and interventions needed to address the students' individual needs based on collected data. To better understand the needs of the whole child, our data team will consist of the principal, the assistant principal, the RTI coordinators, the interventionists for academics and behavior, the school counselor, and the classroom teachers.

All new students will be screened upon enrollment, in the system, to aid in decision making regarding classroom placement. Tier sheets are completed for each student receiving Tier 2 and Tier 3 services documenting screening scores and targets, the interventions applied, the dates of implementations, the people responsible for delivering the interventions, and the progress monitoring data. The results of screening and diagnostic assessments will be shared with parents and other stakeholders following FERPA guidelines.

*See district reference sheet for a complete list of references.

Union County Schools LIFE (Literacy is For Everyone) Plan

School Name:
Union County High School and Woody Gap School
School Level Foundation & Past Initiatives
A. Introduce Your School**:**
Union County High School (UCHS) has a total enrollment of 899 students comprised of 478 males and 421 females. The population of UCHS includes: 0.36% Asian, 0.49% Black, 2.95% Multiracial, 3.57% Hispanic and 92.6% White. Overall, 46% of the UCHS student population is socioeconomically disadvantaged. Nearly 86% of students attending UCHS complete a CTAE, Fine Arts, Foreign Language, or Academic pathway before graduation. Woody Gap High School (WGS), located in Suches, serves 20 students in grades 9-12 (11 males and 9 females / 100% White). These students are supported by 62 highly-qualified teachers and five administrators.

School Literacy Leadership Team:

Team Member	Role	Contact Info
CT Hussion	Principal	cthussion@ucschools.org
Dr. Teena Atkins	ELA Dept. Chair/Writing Coach	tatkins@ucschools.org
Dr. Crystal Beach	ELA Teacher/RTI and Student Support	cbeach@ucschools.org
Christal Chastain	SPED Dept. Chair	cchastain@ucschools.org
Emily Cobb	ELA/STEM Teacher	ecobb@ucschools.org
Alecia Frizzell	STEM Director	afrizzell@ucschools.org

B. **How will the literacy team:**
(1) coordinate comprehensive literacy instruction
Using the guidelines established by the REL Southeast and IES National Center for Education Evaluation and Regional Assistance for roles and responsibilities of implementation team members, our team will focus on the district, school, and departmental levels as we work to include comprehensive literacy instruction for all.

At the district level, we will work with the literacy coach and all district literacy teams to vertically align curriculum and instruction in order to achieve clear and measurable objectives to ensure students are supported, engaged, and challenged in their literacy learning. Teams will meet during embedded district professional learning days to review literacy objectives and evaluate the effectiveness of the literacy plan. Measurable objectives would include assessing vocabulary fluency, reading comprehension, and writing development.

Union County Schools LIFE (Literacy is For Everyone) Plan

At the high school level, teachers across all content areas will participate in cross-curricular learning experiences and writing projects each semester. Each cross-curricular teacher collaboration will incorporate skills from our previous district-wide writing instruction workshop led by the Georgia Center of Assessment where teachers gained valuable knowledge in creating effective writing rubrics and authentic writing prompts to enhance student comprehension through written expression. These collaborative lessons are geared toward promoting literacy through student engagement and application of learned content in real-world experiences. For example, students from economics and automotive service technology classes collaborate to learn, budget, and write about basic auto care, maintenance, insurance, and financing. Many of these collaborative lessons will involve community members, local business owners, local authors, and various other stakeholders. Student writing exemplars will be collected from all collaborative groups to assess comprehension and school-wide growth in written expression.

At the departmental level, we will work with faculty to ensure literacy instruction is not just for the ELA class. The literacy coach will guide us in seeking out effective research-based strategies and learning opportunities to disseminate to departments for professional improvement in all core and elective areas, such as through a bi-monthly newsletter. Some of the research-based strategies we will look to employ across the curricular areas include the following: peer-assisted learning strategies (PALS) (Comprehensive Reading Solutions, 2012); word studies using Vocabutoons (Scammacca et al., 2007); "One Sentence, Three Quotations," "Share One, Get One," and "The Visual Representation" (GaDOE, 2019); quad text sets (Comprehensive Reading Solutions, 2013a); and reciprocal teaching (Comprehensive Reading Solutions, 2013b).

(2) community activities, and literacy assessments to launch (Include how you will promote parent involvement)
We will strive to develop rich community involvement with all local stakeholders including local leaders, parents, and students in order to support literacy development in and out of school, especially since we know that literacy is a social practice (Gee, 2012). While we currently have strong community ties throughout our CTAE courses, we recognize that stronger literacy connections need to be made to improve literacy development for all learners and to engage students and parents throughout the learning and assessment process (Epstein & Salinas, 2004). The following list highlights some of the ideas our team would put into action.

- Informational parent nights to showcase high school (and district) literacy initiatives, such as student cross-curricular projects, key partnerships with community stakeholders, and community resources to develop literacy learning at home

- Student-led project-based presentations related to community issues through multimodal compositions such as pecha kuchas (Dredger & Beach, 2016)

- Community book talks with or about local authors (J.Collins, D. Durbin, Z. Miller, M. Mitchell, B. Sellars, L. Smith, and D. West to name a few)

- Community book talks over vetted young adult literature (such as titles nominated for the Whippoorwill Award [2019] focused on rural YAL)

- "Literacy in the Gym" partnership with our recreation department which would support the whole child and community literacy development and learning (Laundry Literacy Coalition, 2018)

- Health talks with our local Health Department including topics on overall health education (CDC, 2019), social and emotional learning (Anderson, 2015), and local health concerns

- Student presentations at the local farmer's market to showcase student-grown produce and disseminate information concerning hydroponics (Davis, 2013)

- Reading Pals Program with high school and younger students based on student-choice (Alvermann, 2001; Pimentel, 2018)

As we plan these activities, we will promote them through our district's and school's social media in order to have community, parent, and student awareness. We also will modify and adopt changes to our programs based on feedback from participants as well. Our goal is to provide wraparound social and community literacy projects that will embrace each member of our community in order to achieve our district's vision of "Success for ALL."

(3) monitor and improve implementation?
UCHS students will be administered the Reading Inventory (RI) to monitor Lexile levels at least two times a school year. This data will be utilized to assist in correct placement of students with content courses in order to ensure that students are instructed at the appropriate level. RI data will be utilized to enhance instructional practices for students at all levels to show academic growth by using literacy as a fundamental milestone. Students with Lexile levels below their grade level will be given support during our FLEX period with a literacy center that is facilitated by a member of the literacy team but led by UCHS students. Students will have a goal of reaching a Lexile level above 1000 by the end of their freshman year. By the end of the eleventh grade, students will have a minimum target RI goal of 1201.

Writing scores from the 9th grade EOC will be analyzed in order to provide academic support. Benchmark data in non-EOC courses will be used as a guide for student remediation during our FLEX period. Teachers will continue to develop and implement common benchmarks across the school so that student data can be compared equally. If benchmark data does not show an increase in student academic growth for a semester, teachers may be given additional professional development to provide more research-based techniques for improving student academic growth. UCHS has a goal of 100% EOC pass rate and a proficient/distinguished performance level of 40%.

Though UCHS students have performed at the state average for Georgia on their SAT, we want to increase their SAT scores, so that we can provide more post-graduation opportunities for our students. Currently, students at UCHS have an average composite SAT score of 1070 with a reading subscore of 555. From Kindergarten to 12th grade, students will be involved in vocabulary and literacy initiatives to improve their SAT reading/writing scores. Writing across the curriculum has been implemented at a district level, and this will continue to grow and develop with cross-curricular, project-based learning opportunities. With the added goals from our literacy initiative, such as focusing on vertical alignment, we hope to see an increase in SAT scores for graduating college bound seniors to an average of 1250 with an average English subscore of 575. This focus will provide a "checks and balances" approach from the top-down to ensure we are meeting all of our students' needs.

In order to recognize all stakeholders in the process, our team will utilize student, parent, and community feedback through survey links via social media and our school's website three times a year. We will invite feedback from faculty members to better understand what's working, what's not, and where we can help provide support alongside the literacy coach. For example, we could incorporate local resources from the NWP/GaWP/Red Clay WP for writing assessments (GaDOE, 2019).

In addition, we will use the GaDOE (2018) community partnership framework to effectively evaluate who is helping examine our district's vision and better align goals and implementation of research-based literacy strategies with community stakeholders.

C. **How research-based practices and activities will be selected (Include evidence-based Prof Dev practices)?**

The UCHS Literacy Team will develop a needs assessment modeled after the GaDOE (2012) literacy plan needs assessment to evaluate the literacy goals of UCHS. The needs assessment will focus on strengthening literacy development in all content areas, as well as guide the selection of research-based interventions used for struggling readers and writers. Utilizing the results of the needs assessment, professional development will be selected in the areas of greatest need, such as reading instruction, written expression, reading comprehension skills, vocabulary acquisition, and reading instruction in content specific areas. Through this needs assessment, the literacy committee will work with stakeholders to develop a culture of supporting and developing literacy.

D. **How to:**

(1) identify students for literacy intervention or other support services

- Reading Inventory (RI) administered twice a year (four times a year for challenge students)
- EOG, EOC, writing scores, RTI, and SAT data will be utilized as methods for identification of students for literacy intervention
- Common benchmarks two times a semester
- Teacher generated formative assessments to check for learning aligned with standards (Hunley & Smith, 2014)

(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?

Overall, the district literacy plan and goals will improve literacy outcomes for our targeted community by identifying students for literacy intervention through RI, EOG, EOC, RTI, SAT, common benchmarks, and formative assessment data. Once the data has been collected and analyzed, it will be used to provide appropriate research-based and evidence-based interventions. In addition to supporting students for intervention, we will seek to enhance literacy outcomes by increasing family and community engagement, providing real-world application and writing opportunities through cross-curricular collaborative learning, and creating a more challenging learning environment by moving from a teacher-led to a student-led instructional model (Keiler, 2018; Fisher & Frey, 2017).

As a literacy team, we will work with the literacy coach to monitor the implementation and effectiveness of our plan using a logic model, reviewing assessment data, evaluating vertical alignment, and continuing to encourage engagement by all stakeholders as we strive to meet literacy needs and enhance learning for the whole child.

E. How to monitor the implementation and effectiveness of services? (Include How will you measure outcomes?)

Our UCHS Literacy Team will develop and use a logic model to determine the effectiveness of our implementation of research-based literacy learning and development strategies and evidenced-based professional development to strengthen professional capacity.

We will continue to use RI measurements in order to provide services for students who need assistance and/or correct placement in courses. We also will continue to evaluate vertical alignment of literacy, curriculum, and instruction with the literacy coach and other district level literacy teams.

Our goal is for teachers to experience a paradigm shift from teacher-led instruction to student-led initiatives by utilizing Hattie and Zierer's (2018) *10 Mindframes for Visible Learning*. This shift will occur when our teachers "harness the power of [their] peers" by increasing cooperative learning in the classroom and shifting lessons from teacher-focused to student focused (Hattie & Zierer, 2018). For example, we would like to see a reading and writing electronic portfolios in place so that students can take a hands-on approach to their own literacy development (Gikandi, 2019; Meyer, Abrami, Wade, Aslan, & Deault, 2010). Electronic portfolios also will allow us to effectively monitor vertical alignment of all literacy, curriculum, and instructional practices across the district.

Furthermore, UCHS will implement "Smart Goals" for our teachers. We also will utilize "DIE" (Diagnosis, Intervention, and Evaluation) on a regular basis to monitor teacher interventions and ensure proper implementation of our literacy activities for student academic growth in literacy. Instructional goals will be set and monitored so that students can visualize the end goals. Instructional leaders will be given the framework from the "Visible Learning Wheel" to guide instructional practices within the classroom for students and teachers (Hattie and Zierer, 2018).

Another way we will continue to monitor the effectiveness of our plan will be to have UCHS alumni complete a school created survey inquiring about the literacy skills they currently use, their current employment or post-secondary school participation, and the impact UCHS had on their current success. For example, we might develop the following questions: What did UCHS do to support you in their future endeavors? What could UCHS do better to prepare you for life after graduation? How have you used basic literacy skills (such as reading, writing, and communicating) since graduation? We believe that the data provided from the survey results will give valuable input from the community to drive our future instructional practices. UCHS alumni will be asked to volunteer this data one year post-graduation.

Ultimately, our team's goal will be to continue to ensure that student learning is focused on educating the whole child including providing a supportive learning environment that challenges and engages all students and embraces family and community engagement through a plethora of literacy activities and assessments. Furthermore, the district goals: (1) Increase student achievement, (2) Improve culture and climate, and (3) Increase stakeholder engagement aligns with the school's literacy goals.

Through this approach, we will continue to bring our district's vision of "Success for ALL" into action.

*See district reference sheet for a complete list of references.

Union County Schools LIFE (Literacy is For Everyone) Plan

| **School Name:** |
| Union County Middle School and Woody Gap School |

| **School Level Foundation & Past Initiatives** |

| A. Introduce Your School: |

Union County Middle School (UCMS), a Title I School, is situated at the foot of the Appalachian Mountains in North Georgia and includes grades 6-8. UCMS has a population of 702 students, 50.2% male, 49.8% female: 92% White (Non-Hispanic), 5% Hispanic, 2% Multi-Racial, and less than 1% each Asian, Black (Non-Hispanic), and American Indian/Alaska Native. Fifty-six percent of UCMS students are economically disadvantaged (ED) while 14% of students make up the special education population; 10% are gifted. Another school in our system, Woody Gap School (WGS), is a K-12 campus with 22 middle school students, all White and 90% economically disadvantaged; 27% are special education.

Students are served in a 50 minute literacy block during second period, as well as in their grade-level ELA classes, for a total of 115 minutes of targeted literacy instruction daily. Also included during second period are programs that offer whole child development, including Second Step for social-emotional learning, Georgia BEST for employability skills, Olweus for anti-bullying, LifeSkills for drug, tobacco and alcohol awareness, and YouScience for career guidance.

The middle school employs 44 full-time teachers and 2.5 administrators. The grade levels are organized into two teams with four academic teachers on each team. By teaming, the school creates a "school within a school" model. Each team consists of approximately 90 students.

| **School Literacy Leadership Team:** |
| |

Team Member	**Role**	**Contact Info**
Melissa Bridges	Assistant Principal	mebridges@ucschools.org
Anna Chapman	6th, 7th, 8th Math RTI	achapman@ucschools.org
Julie Hale	8th Grade ELA Teacher	jhale@students.ucschools.org
Michele Horton	8th Grade ELA Teacher	mhorton@ucschools.org

Union County Schools LIFE (Literacy is For Everyone) Plan

Tina Murphy	Media Specialist	tmurphy@ucschools.org
Sean Spade	6th Grade ELA Teacher	sspade@ucschools.org

B. **How will the literacy team:**
(1) coordinate comprehensive literacy instruction
Effective communication among teachers, teams, and administrators is essential for a successful comprehensive literacy plan. Thus, vertical alignment across grade levels will ensure efficacy of whole child instruction and consistency of literacy standards. Grade level teams will develop common rubrics and assessments to articulate universal expectations and to gauge student performance. The literacy team will support all teachers by offering effective adolescent literacy instruction for the whole child by providing explicit comprehension instruction, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, ongoing formative assessment, extended time for literacy, ongoing summative assessments, and self-directed learning through project-based learning. Demonstrations, mentoring, coaching, peer-to-peer observations and workshops will assist teachers as they integrate literacy instruction in all content areas. Professional development will be integral in helping teachers succeed because ongoing support will positively affect student achievement. Collaboration between teachers is necessary to review data, revise strategies as needed, and review student work.

(2) community activities, and literacy assessments to launch (Include how you will promote parent involvement)

Beginning early in the school year, families will be invited to attend monthly workshops to promote literacy; for example, they will attend various sessions about RI and MAP data and how they are used to track Lexile. The media specialist will showcase how families can access materials at home, such as audio books, ebooks, and research databases. As the year progresses, parent night meetings that are student-led and focused on literacy goals and feature student "brag bags" of their best writing and reading will continue the focus on family involvement and literacy. Workshops on technology and digital safety, nutrition, homework help, and more will provide families with needed resources to assist their students. Families will also be surveyed for their ideas for future workshops. In addition, these meetings will allow teachers to arrange for family and community members to visit classes to share about a range of topics and involve all stakeholders.

Another way UCMS will encourage at-home literacy practices is to invite families and community members to the school to be filmed as guest readers. These read-alouds will be archived on the library website, and social media posts will be scheduled for students to view as well.

To promote summer reading, the media center will host free book giveaways via book fairs. Advertising available electronic resources that families can access at home over the summer as well as activities at the local public library will also ensure that families have access to literacy materials when school is out-of-session.

Additional print and electronic media will be required to expose students to a literacy rich environment. Classrooms and the media center will benefit from ergonomic furnishings and reading stations that increase student interest while catering to the whole child. Furthermore, a literacy coach will guide, coordinate, and provide PD and resources.

While RI and MAP assessments are already in place at the middle school, more progress monitoring tools need to be implemented at the middle school for all learning tiers to properly assess student mastery of literacy goals. Alongside progress monitoring, professional development will need to be provided to assist teachers in tracking and interpretation of the data collected, as well as strategies to best meet the needs of the whole child. Families, too, will need to be informed of student progress and how they can assist their student with growth, which can be addressed in conferences and through other communication, such as emails, phone calls, or letters home. Additional workshops can be added based on family feedback.

(3) monitor and improve implementation?
Literacy across the curriculum needs to be implemented using research-based practices to achieve success. These may include but are not limited to targeted vocabulary in every subject, combining writing instruction with reading in every subject, providing opportunities for structured conversation and silent reading, and then ensuring quality literacy interventions for struggling students. Using data and anecdotal observations, grade level teams will meet weekly to allow teachers to evaluate student progress and needed interventions to better meet student needs; these meetings will help determine best practices to better meet individual student needs at all tiers.

Furthermore, each nine weeks the literacy team will review summative and formative data and determine whether or not goals have been met. The literacy team and district literacy coach will also identify student needs and determine best practices for student growth. Placement into Tier 3 or out of Tier 3 would be determined at that time, based on data from RI, classroom performance, and any MAP data available. Improved implementation of the literacy plan will include grouping students based on test scores to better address areas of weakness, such as writing or reading comprehension. School administrators and the literacy coach will conduct targeted literacy observations and walk-throughs of educators and suggest strategies to improve literacy practices. Anchoring literacy clearly in all subjects and using common assessments will lead to improved outcomes and will ensure that we are meeting the needs of all students, including those identified as economically disadvantaged, SPED, and ELL and improving student achievement.

To improve implementation of researched-based practices, teachers need to be actively trained on what dictates a Level 1, 2, or 3 student. Tier 2 interventions need to be clarified and consistently used for students identified. Additionally, Tier 2 and 3 documentation should be more codified at the middle school so students are clearly placed on the correct tier. Thus, the creation of a "data wall" (with-in FERPA guidelines) will assist teachers in recognizing students who are identified as needing specific interventions appropriate to their level. On this same data wall, to encourage whole child awareness, teachers will identify students about whom they know little so they can consciously reach out to them more.

C. **How research-based practices and activities will be selected (Include evidence-based Prof Dev practices)?**

It is the goal of UCMS to improve the quality of life for our students, our families, and our community by providing not only the best academic education possible, but simultaneously meeting the whole child's needs such as their emotional, social, physical, creative, and cognitive needs.

To improve the level of reading and writing at which our students perform, the literacy team will work with the district literacy coach to help select evidence-based resources that will improve student performance in reading, vocabulary, and writing from reputable consultants, professional development educators, and trusted educational associations.

Project-based learning is one evidence-based approach that will contribute to the whole child and literacy as it is cross-curricular and frequently uses reading, writing, and/or speaking. According to the International Reading Association, PBL can assess speaking and listening skills by including "formal presentations, podcasts, speeches, pitches, and even news broadcasts. Similarly, we can assess writing and reading skills through letters, proposals, websites, press releases, brochures, storybooks, and field guides . . ."

In addition, at UCMS, our students engage in classes that reach beyond basic academia. During our second and third terms, students explore career opportunities within their chosen tracks. Community surveys revealed that employers have a desire for students to possess greater awareness of career options, work ethic, and community expectations. These goals can be accomplished through project-based learning as students participate in real-world activities. However, in order to fully embrace project-based learning, resources will be needed across content areas, along with professional development for proper implementation, support, and assessment.

Furthermore, UCMS contributes to the whole child with lessons that pertain to the social and emotional support of our students. Students practice social, coping, and communication skills through various programs, such as Second Step, Olweus Anti-Bullying, GA Best. Including evidence-based literacy resources that allow these lessons to be consolidated along with opportunities to reflect and write would contribute to student literacy growth.

As UCMS seeks to be consistent in its literacy focus across multiple content areas, further professional development is needed to ensure higher-level learning and accurate data analysis. According to the results of a needs assessment presented to our teachers in January 2020, there is a desire for additional training in the teaching of reading comprehension and writing. Thus, incorporating a district literacy coach will allow the provision of high quality and sustained professional development through the sharing of effective and proven strategies, methods, and techniques.

D. How to:
(1) identify students for literacy intervention or other support services,
(2) How does the district system plan (goals) link to improving literacy outcomes for the targeted community?

In order to ensure students are provided the proper support to improve literacy outcomes, three times annually, teachers will administer the Measures of Academic Progress (MAP). As an adaptive, Common Core aligned test, MAP provides teachers and administrators with valuable insight into students' current performance in reading, language usage, and math. After each administration of the test, students in the 25th percentile and below will be placed on Tier 3 interventions; these interventions can come either via a two day per week pullout or in a reading class during our school's literacy-focused second period. During this reading class, students will participate in read-pair-share, oral reading, partner reading, choral reading, whole group reading, novel study, short passage comprehension/fluency, IXL, Study Island, and Reader's Theater. Students who are considered Tier 2 will be provided interventions in their class, such as graphic organizers, paired readings, and Lexile-appropriate readings with guided annotations.

As a Title I school, students will be provided additional support through paraprofessional staff. Furthermore, UCMS provides co-teachers in classes in which students will benefit from additional support, such as at-risk or special education populations. These staff reduce student-teacher ratio and contribute to student success; they help students grasp key concepts, facilitate small group breakouts, and provide enrichment activities.

In addition to MAP testing, the Houghton Mifflin Harcourt Reading Inventory (RI) (formerly known as the Scholastic Reading Inventory) will be administered three times each academic year. The student Lexile scores from this test, along with the data provided by MAP, will be used to determine proper placement and support services for students. Those identified as Tier 3 for reading will be given the test monthly; those students will be progress monitored using comprehension and fluency tests. Students more than one grade level below the Georgia Lexile Framework will be identified as needing additional assistance.

Union County Schools LIFE (Literacy is For Everyone) Plan

Since the district's goals are to increase student achievement, increase communication and engagement with stakeholders, and to improve culture and climate to ensure economically disadvantaged student success, middle school goals are directly aligned. Reading is fundamental to academic success, so identifying struggling students early and monitoring their progress will ensure that they are performing higher on Milestones, a key indicator of student achievement. Families will be informed of their students' scores on MAP and RI and any placement on Tier 2 or 3, with regular updates regarding progress. We will also send weekly newsletters per grade level and regularly update social media with relevant posts showcasing student activities and important information in an effort to keep stakeholders informed.

E. How to monitor the implementation and effectiveness of services? (Include How will you measure outcomes?)

In order to monitor the implementation and effectiveness of the literacy services, the literacy team, including the literacy coach, will meet in July to determine the needs for the school year. Questions to be answered will include what support/professional development teachers need, what data will determine the effectiveness of the services, and what students will be targeted for additional support. The literacy team will be responsible for identifying the needs of the teachers as well as the students.

One goal of the literacy team/literacy coach will be to provide professional development to all teachers on new evidence-based literacy practices that address the whole child. Teachers will be surveyed following professional development to measure the effectiveness of the training. Teacher comments will guide planning for future professional development. Teachers will be observed each nine weeks to give feedback on their implementation and to determine the effectiveness of each strategy. The literacy coach will provide additional support to teachers through modeling, co-teaching, and aiding in lesson planning.

As a way to encourage students to take ownership of their learning, teachers will share the responsibility of progress monitoring with students. Students will create graphs and progress monitoring tables based on data from RI and MAP scores. Both of these assessments are given three times throughout the year and will provide students with data to track and to share in student-led conferences. The literacy team will review data after each assessment to determine the effectiveness of the practices. Modifications to professional development, student placement in tiers, and strategies will be considered after reviewing data. Keeping in mind that success will look differently for different groups of students, the literacy team will consider both summative, data-based and observable, formative progress for students. Students who are not making adequate progress or are continuing to struggle academically will be reviewed in terms of intervention. Students will be placed in appropriate tiers as the data indicates.

*See district reference sheet for a complete list of references.