

Application: Charlton County District Early Learners B5 Revised

Felicia Sauls - feliciasauls@charlton.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000336
Last submitted: Feb 17 2020 09:39 AM (EST)

District Profile

Completed - Feb 17 2020

District Profile

District Name

Charlton County School District

District Contact Information

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

Name	Felicia Sauls Ed.D.
Position	Curriculum & Instruction Coordinator
Email	feliciasauls@charlton.k12.ga.us
Phone	912-276-0608

Grant Fiscal Agent MOU

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

[CharltonCountyDistrictFiscal_Agent_MOUpdf.pdf](#)

Filename: CharltonCountyDistrictFiscal_Agent_MOUpdf.pdf **Size:** 418.3 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[CharltonCountyDistrictGaDOE_Conflict_of_Interest_and_Disclosure_Policy_RR_.pdf](#)

Filename: CharltonCountyDistrictGaDOE_Conflict_of_Interest_and_Disclosure_Policy_RR_.pdf **Size:** 368.7 kB

Previous Grantee

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

2016

Growing Readers

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

yes

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

[Charlton County Revised District Narrative 1.pdf](#)

Filename: Charlton County Revised District Narrative 1.pdf **Size:** 592.8 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.

[Charlton County Revised District Management Plan 2.pdf](#)

Filename: Charlton County Revised District Management Plan 2.pdf **Size:** 591.3 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)

[Charlton County Revised District Needs Assessment 3.pdf](#)

Filename: Charlton County Revised District Needs Assessment 3.pdf **Size:** 1.1 MB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Charlton County Revised District Project Goals and Objectives 4.pdf](#)

Filename: Charlton County Revised District Project Goals and Objectives 4.pdf **Size:** 1.1 MB

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

[Charlton County Revised District Assessment Data Analysis Plan 5.pdf](#)

Filename: Charlton County Revised District Assessment Data Analysis Plan 5.pdf **Size:** 1.1 MB

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.)

[Charlton County Revised District Professional Learning Strategies 6.pdf](#)

Filename: Charlton County Revised District Professional Learning Strategies 6.pdf **Size:** 177.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[Charlton County Revised District Resources and Strategies 7.pdf](#)

Filename: Charlton County Revised District Resources and Strategies 7.pdf **Size:** 292.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

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

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

Notes:

Unallowable Expenditures

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

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

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

[Charlton County Revised District Budget Summary 9.pdf](#)

Filename: Charlton County Revised District Budget Summary 9.pdf **Size:** 239.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Charlton County District Revised StatementsofCommitment.pdf](#)

Filename: Charlton County District Revised StatementsofCommitment.pdf **Size:** 923.8 kB

[Charlton County Revised District Birth to Age 5 Literacy Plan Final.pdf](#)

Filename: Charlton County Revised District Birth to Age 5 Literacy Plan Final.pdf **Size:** 932.4 kB

School Profile

Completed - Feb 17 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	Charlton County District B5 Project
School or Center Name	Charlton County Head Start and Charlton County Pre-K
System ID	(No response)
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).

Yes

Level

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

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

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

Number of Certified Teachers in School

4

Number of Paraprofessionals or Teaching Assistants in School

4

Principal or Director

Name	Michael Walker & Drew Sauls
Position	Principal
Email	drewsauls@charlton.k12.ga.us
Phone	912-614-3949

L4GA 2019 School Contact

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

Name	Felicia Sauls
Position	Curriculum and Instruction Coordinator
Email	feliciasauls@charlton.k12.ga.us
Phone	9122760608

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 17 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

[Charlton County Revised District Birth to Age 5 Literacy Plan Final](#)

Filename: Charlton_County_Revised_District_Birth_kY7iPrP.pdf **Size:** 932.4 kB



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Building Block 1. Community Partnerships

A. Partnerships of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Meet sporadically with partnerships and community stakeholders 2. FERST Readers CAT assists with the registering B-5 children to receive free books mailed to their homes monthly. 	<ol style="list-style-type: none"> 1. Meet regularly with community stakeholders. 2. Regularly monitor FERST Readers access 	<ol style="list-style-type: none"> 1. Hold monthly meetings with community partners 2. Sustain relationship with FERST Readers CAT and expand their reach 3. Use relationship with all stakeholders to create opportunities for students to develop early literacy skills

Charlton County Schools, Birth to Age 5 Literacy Plan



B: The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Maintain a partnership with Charlton County Health Department. CCHD provides the community with literacy flyers, registers B-5 children for FERST Readers, and provides Babies Can't Wait. 2. Three Rivers Regional Library of Charlton County partners to educate parents and provide resources. 3. Charlton County Family Connection helps to provide access to literature in the county by placing Book Boxes in local businesses. 	<ol style="list-style-type: none"> 1. Continue all current partnerships with CCHD, TRRLCC, & CCFC 	<ol style="list-style-type: none"> 1. Partnership with Charlton County Health Department will be expanded to provide PD for staff 2. Expand relationship with CCFC by having age-appropriate programs to enhance student social/emotional well-being

Charlton County Schools, Birth to Age 5 Literacy Plan



C: Partnerships with family and child/youth service organizations provide supplemental services for children.

Currently	Going Forward	Expanding/Sustaining
<p>1. Charlton County Health Department provides services such as Babies Can't Wait, support for registration of B-5 children, and copies of FERST Readers. They also help to administer flu shots to students and faculty.</p>	<ol style="list-style-type: none"> 1. Strengthen the partnership with Head Start 2. Help them find out how to get funding and a classroom for the 32 children who are currently on the waiting list 	<ol style="list-style-type: none"> 1. Expand relationship with Charlton County Family Connection 2. Expand relationship with Barbie Dinkins with Charlton Cares to provide needed resources for students and families

Charlton County Schools, Birth to Age 5 Literacy Plan



D: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Leaders meet monthly to discuss data. 2. Time is provided as needed for vertical planning opportunities. 	<ol style="list-style-type: none"> 1. Meetings need to be held monthly to discuss progress monitoring and the implementation of instructional shifts in response to data. 2. A plan will be developed and implemented to establish consistent time for vertical planning with FES. 	<ol style="list-style-type: none"> 1. Create a strategic communication plan between District Literacy Leadership team and Head Start educators to improve data sharing for the purpose of improving the implementation of instructional shifts in a timely manner. 2. Invite Head Start leaders and other day care providers to participate in professional learning on data informed decision making at the elementary school 3. Meetings will be held to expand educator understanding of standards and student data for coherent vertical alignment to prepare for Pre-K. This will require more professional learning.



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BB 2: Engaged Leadership

A: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Administrator regularly meets to discuss evidence-based literacy instruction 2. Administrator regularly participates in professional learning with faculty. (Why, 148) 3. Evidence-based literacy instruction is regularly researched, and information is shared among faculty 	<ol style="list-style-type: none"> 1. Administrator will continue to meet regularly with staff to discuss evidence-based literacy instruction 2. Administrator will continue to participate in professional learning activities with faculty 3. Administrator and faculty will continue to research up to date literacy practices 	<ol style="list-style-type: none"> 1. Administrator will continue to research recent practices in literacy instruction and share resources with staff 2. Head Start faculty and leaders will be invited to participate in professional learning opportunities through contracted services and other resources. 3. Coaching will also be provided as part of the previously mentioned professional learning.



B: A school literacy team, organized by the administrator, is actively affecting change in educator practices.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Head Start and the CCSS have discussed a plan for moving forward with professional learning. 2. Identify stakeholders and partners from governmental, business, educational and medical communities as well as parents and private early childhood providers (How, p. 1) 	<ol style="list-style-type: none"> 1. Head Start leaders, contracted personnel, and CCSS Curriculum and Instruction Coordinator will meet to develop plans for early literacy skills professional learning. 	<ol style="list-style-type: none"> 1. Professional learning opportunities focusing on early literacy, Phonological Awareness, Interactive Read Alouds etc. 2. Refocus literacy goals and actions based on child outcome data and mastery standards. 3.



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BB 3. Continuity of Instruction

A: A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services.

Currently	Going Forward	Expanding/Sustaining
1. The communication plan is fully implemented.	1. Monthly contact with childcare centers with literacy focus (Why, 33) 2. Regular literacy meetings with local childcare entities (Why, 26)	1. Provide information/instructional opportunities through Apptegy Inc. (Why, 150) 2. Strengthen relationships between the school and early childcare providers by offering frequent meetings to discuss phonological awareness (Why, 26) 4 3. Ensure continuation of the coalition by designating two agencies or organizations to partner in being responsible for convening and communicating with members (How, p.3)



B: A plan is in place to improve access for families to resources for developing literacy in the home.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Parents and students receive books and reading materials to support literacy development through the school library and the Family Connections Book Lending Program. 2. Parent resource room has been established through the Parent Engagement Program (How, 24) 3. Ferst Readers of Charlton provides books, a family newsletter, and ideas for activities that go with the book for all Head Start children monthly. 	<ol style="list-style-type: none"> 1. Offer literacy materials for guardians to check-out 2. Provide training to parents to support literacy in the home 3. Share the plan to provide additional locations and depositories for the Family Connections Book Lending Program with Head Start leaders. (How, 24) 4. A tab will be added to the Charlton County Schools website that houses virtual literacy resources, including video clips of literacy strategies in action, which families can access at home to develop literacy skills be sure Head Start and other day care providers are aware of these resources. 	<ol style="list-style-type: none"> 1. Plan parent engagement events where we share some of the activities from the Ferst Readers Pack 2. Share “Conversations Counts Curriculum” with Head Start and other day care providers. 3. Continue educating families about Ferst Readers, Get Georgia Reading, and other resources that are available.



3E: A systematic process is in place to ensure smooth transitions from one school to another.		
Currently	Going Forward	Expanding/Sustaining
<p>Currently, there has been limited communication with Head Start. Dr. Sauls, Charlton County Curriculum and Instruction Coordinator has met with the leaders of Head Start to establish a new partnership.</p>	<ol style="list-style-type: none"> 1. A systematic process has been developed to communicate with all stakeholders to ensure smooth transitions from one school to another. The process has been fully implemented and is routinely reviewed and revised. (How, 21) 	<ol style="list-style-type: none"> 1. Folkston Elementary School is going to invite Head Start to visit the school and Pre-K at the end of the year before the students begin Pre-K. 2. “Action pact” will be contacted and asked to establish a Head Start program within the St. George community.



3F: Out-of-school agencies and organizations collaborate to support classroom literacy instruction.		
Currently	Going Forward	Expanding/Sustaining
<p>1. A few community partnerships within specific grades provide literacy learning supports within the classroom. FERST Readers CAT of Charlton shares sight word games with families at Fall Festival</p>	<p>1. Increase community partnerships (How,28) 2. Increase contact with other community partners and ask for volunteers to support classroom literacy.</p>	<p>1. Work with early learning day care providers, Head Start, Charlton County Family Connections, and Charlton Cares to develop schedule with interested partnerships to support classroom literacy instruction and mentorships.</p>

Charlton County Schools, Birth to Age 5 Literacy Plan



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BB 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

4A: Literacy Screenings are used to assess readiness of individual children for reading and writing.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A partnership is established with Charlton County Head Start. 2. Children participate in Pre-K screening assessments. 	<ol style="list-style-type: none"> 1. Continue the use of PreK screening assessments 2. Continue partnering with the Charlton County Health Department. Establish communication about current literacy screenings used through Babies Can't Wait and Children's First. 3. Continue to analyze the results of current literacy screenings to assess readiness in reading and writing for PreK and K throughout instruction 4. Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results (How, p. 10) 	<ol style="list-style-type: none"> 1. Sustain the use of PreK screening assessments but expand the use of the data to impact in class interventions for PreK. (Why, 98) 2. Sustain the use of Kindergarten screening assessments. In the future, we will move to using the WIAT 3 with Dyslexia Index to screen all Kindergarten students. (Why, 99) 3. Charlton County Health Department through Babies Can't Wait and Children's First will provide education to SGES staff to in turn be able to inform parents about literacy screenings that may be available to children Birth to PreK. 4. Expand relationship with Tracey Wheeden, "Babies Can't Wait" coordinator and with Julie Prestenbach, Children's First Coordinator
<p>Currently, there is no plan for working with community data to inform instructional decisions. We are very interested in supporting these agencies, and we would like to reach all the children of Charlton County before they get to school. Currently, we have 32 children on the waiting list for Charlton County Head Start. These children need our help.</p>		



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BB 5. Tiered Supports –“Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved student outcomes” (Why, 125)

5A: Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> Bright From The Start professional learning (Big Day in Pre-K aligns with GELDS) 	<ol style="list-style-type: none"> Continue current delivery model of GELDS Small group is intentionally planned using GELDS 	<ol style="list-style-type: none"> Sustain current practices Participate in professional learning for Tier 1 Phonological Awareness lessons and interventions when needed Invite Head Start leaders and teachers and other day care providers to participate in the Tier 1 Phonological Awareness Training Head Start and other day care providers will be invited to PL on GELDS.



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BB 6. Professional Learning in Literacy Instruction

6A: Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print, (print awareness), alphabet knowledge, writing, and oral language.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Participation in PL on early literacy concepts 2. Tier 1 supports provided for all Kindergarten students 	<ol style="list-style-type: none"> 1. Additional PL opportunities on early literacy concepts 2. Provide interventions immediately after first benchmark data that shows Kindergarten students who are lacking phonemic awareness 	<ol style="list-style-type: none"> 1. Paras, MTSS trained on phonemic awareness and other early literacy concepts (Why, 60) 2. Expand instruction to improve oral language and early literacy skills (phonological, phonemic awareness) in daily practice. 3. L4GA would enable us to include day care providers and private Pre-K providers in Early Literacy Skills PL

We have also partnership with invited to attend all professional

Dr. Delia Garrett has partnered with Charlton County School System. She and the Curriculum and Instructional Coordinator will work together to...

- develop a train the trainers model utilizing community resources within the community for Head Start (How, p. 16) (Leaders will be invited to participate in PL with Pre-K & Kindergarten)
- provide early literacy training .
- deliver oral language development training.
- deliver phonological awareness training.
- provide coaching for Pre-K & Kindergarten teachers after early literacy training.

reestablished our Head Start. They will be early literacy learning.

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

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

c. **Remedies for Nondisclosure**

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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

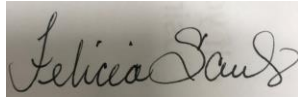
Conflict of Interest & Disclosure Policy

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

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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Felicia Sauls Ed. D.
Typed Name of Applicant's Authorized Agency Head and Position Title

02-10-2020
Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Felicia Sauls Ed.D.

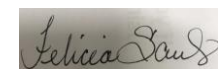
Position/Title of Fiscal Agent's Contact Person: Curriculum and Instruction Coordinator

Address: 37 Touchdown Lane, Folkston, Ga. 31537

City: Folkston Zip: 31537

Telephone: (912) 276-0608 Fax: ()

E-mail: feliciasauls@charlton.k12.ga.us



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

Felicia Sauls Ed.D.

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

2-10-2020
Date (required)



S6. Professional Learning

As part of current Collaborative Planning efforts, some schools have already identified instructional areas they feel improvement as needed. This make planning professional learning activities and events more meaningful for these schools. Some schools identified instructional content that needs to be improved, but that was decided by the School Literacy Leadership Teams. Implementing school level Collaborative Planning protocols, so teachers are sharing in the decision-making process about future PLCs and other professional learning opportunities will strengthen our learning experiences. Supporting current Collaborative Planning efforts in every building will be an important component of CCSS professional learning plan.

Current Ongoing Professional Learning

- Growing Readers (Identified K-3 teachers)
- Phonological Awareness Training
- Analyzing Students' Writing Using GMAS Rubrics
- TKES (Teacher Keys Effectiveness System)
- Gifted and ESOL Endorsement
- Formative Instructional Practices (FIP)
- Use of Statewide Longitudinal Data System (SLDS)
- GLISI (Georgia Leadership Institute for School Improvement)
- Data Team Training
- Standards-Based Classrooms
- Understanding Poverty
- iRead – Reading Intervention
- Running Record Training
- Co-teaching Strategies
- Differentiated Instruction
- Journeys Reading
- Journeys Writing
- Thinking Maps
- New Teacher Induction/Mentoring
- DIBELS
- PBIS (Positive Behavior Intervention Supports)
- Writer's Workshop for Elementary
- Writing Instruction Using GMAS Rubrics



Time Allocated for Collaborative Planning

Time is allocated in all buildings for Collaborative Planning. “Protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>” (What, p. 7) Collaborative Planning that includes data-based decision making is new to some school teams in the system. Some school teams are following specific protocols to ensure meetings are productive while others still need support with this process. In addition to team protocols for holding these meetings, it is important for building administrators to have protocols in place to evaluate the effectiveness of the meetings. Administrators often attend these meetings and sometimes participate in the data discussions. They also expect agendas and sign in sheets to be turned in weekly. The agendas include notes from the meeting with the responsibilities of each team member. Lesson plans are also completed during this time, so administrators may also look at the lesson plans to determine the quality of the work completed during Collaborative Planning Meetings.

Charlton County School District: Professional Learning Strategies Identified



CNA Goal: Increase the number of students scoring proficient and above on summative assessment (GMAS). PL Initiatives that will support this goal are as follows:			
PL Objectives	Timeline	K-12 Literacy Plan Reference	Effectiveness Measures
<ul style="list-style-type: none"> • Growing Readers (Identified K-3 teachers) • Growing Readers 	Finish Cohort 2 / 2020-2021 Begin Cohort 3 / 2020-2021 – 2021-2022	Implement Independent Reading	<ul style="list-style-type: none"> • Running Record Data • Admin. Observations • Peer Observations • Lesson Plans • FIP Data Review in Collaborative Planni • Sign In Sheets • Meeting Agendas • Plans for FIP • Plans for Intervention
<ul style="list-style-type: none"> • Implement PLCs 	2020- ongoing	Implement PLCS to participate in specific PL based on needs	
<ul style="list-style-type: none"> • Implement Collaborative Planning 	2020- ongoing	Implement collaborative planning to study student data for informed instructional planning	
<ul style="list-style-type: none"> • Differentiated Instruction 	PL for all schools	Conduct PL Study during PLC Team Meetings	
<ul style="list-style-type: none"> • Formative Instructional Practices (FIP) 	Revisit 2020-ongoing	Participate in professional Learning organized by the C&I Coordinator	
<ul style="list-style-type: none"> • Balanced Literacy 	Begin 2020-2021 - Ongoing	Partner with OKRESA to Attend this PL & Receive Coaching	
<ul style="list-style-type: none"> • Phonological Awareness Training & In Class Coaching 	Begin 2020-2021to Ongoing	Contract with Dr. Delia Garrett to provide training and coaching to include Charlton County Head Start	

Charlton County School District: Professional Learning Strategies Identified



Goal: Increase the number of students scoring proficient and above on the writing portion of Georgia Milestones. PL Initiatives that will support this goal are as follows:			
PL Objectives	Timeline	K-12 Literacy Plan Reference	Effectiveness Measures
<p>Multiple Impact Effort</p> <ul style="list-style-type: none"> • Growing Readers (Identified K-3 teachers) • Growing Readers 	<p>Finish Cohort 2 / 2020-2021</p> <p>Begin Cohort 3 / 2020-2021 – 2021-2022</p>	Implement Independent Reading	<ul style="list-style-type: none"> • Running Record Data • Admin. Observations
<p>Multiple Impact Effort</p> <ul style="list-style-type: none"> • Implement PLCs 	2020- ongoing	Implement PLCS to participate in specific PL based on needs	<ul style="list-style-type: none"> • Peer Observations • Lesson Plans
<p>Multiple Impact Effort</p> <ul style="list-style-type: none"> • Implement Collaborative Planning 	2020- ongoing	Implement Collaborative Planning to participate in curriculum planning, create writing rubrics and a writing plan for the year, benchmark data review, benchmark planning, and curriculum mapping for the next year.	<ul style="list-style-type: none"> • FIP Data Review in Collaborative Planning • Sign In Sheets
<p>Multiple Impact Effort</p> <ul style="list-style-type: none"> • Differentiated Instruction 	PL for all schools	<p>Conduct PL Study during PLC Team Meetings</p> <p>Implement PL to support effective PLC Meetings</p>	<ul style="list-style-type: none"> • Meeting Agendas • Plans for FIP
<ul style="list-style-type: none"> • Analyzing Students' Writing Using GMAS Rubrics 	PL for Schools	Teachers will participate in professional learning provided by OKRESA & Curriculum and Instruction Coordinator	<ul style="list-style-type: none"> • Plans for Intervention

Charlton County School District: Professional Learning Strategies Identified



Goal: Develop PL opportunities on early literacy for all stakeholders.			
PL Objectives	Time line	K-12 Literacy Plan Reference	Effectiveness Measures
<ul style="list-style-type: none"> Share “Get Georgia Reading” Content in Literacy Leadership Team Meetings and include Charlton County Family Connections 	Begin 2019-ongoing	Share this content at all community meetings and at District Literacy Leadership Team Meetings Create a plan for sharing this content using Charlton App and other Social Media Platforms. Share literacy-based videos with families during parent engagement events and show them how to access resources like “Conversations Count” & “Babies Can’t Wait”. Etc.	<ul style="list-style-type: none"> Phonological Awareness Inventory Data Admin. Observations Peer Observations Lesson Plans Sign In Sheets for PL Family Engagement Agendas
<ul style="list-style-type: none"> Phonological Awareness Training & In Class Coaching 	Begin 2020-2021to Ongoing	Contract with Dr. Delia Garrett to provide training and coaching to include Charlton County Head Start	
<ul style="list-style-type: none"> Educate families and caregivers about Ferst Readers of Charlton 	Began 2018-present and ongoing	Mandy Jackson, Michelle Maddox, and Dr. Felicia Sauls will continue to attend school family engagement and community events to teach families about Ferst Readers and share ways to create a literacy rich environment in the home.	

*The PL described in the above tables will include all early literacy stakeholders, Head Start teachers and leaders, elementary, middle, and high school teachers, as appropriate, and based on the school improvement plans and L4GA School Literacy Plans.



S5. Data Analysis

The educators of Charlton County School System understand the critical nature of having a clear understanding of student progress. Working toward meeting educational milestones throughout our students' careers in school is always a priority. Assessment practices can have a direct and positive impact on improving student achievement if they are administered and used properly. If they are not administered and used properly, they can become the chains that bind children forever to a lifetime of complacency and disengaged academic performance. Teachers are expected to make strategic adjustments to instruction as assessment data presents students' needs. This can be powerful when done well. Charlton County School System has in place protocols for using Universal Screener, diagnostic assessment, formative assessment, and summative assessment data. These valid and reliable assessments are utilized to inform instruction.

Universal screeners are used to determine which students are "At-risk of failure" to inform the use of a Diagnostic Assessment. The Diagnostic Assessment data narrows down the focus to specific skills that need intervention. An evidenced-based intervention should be implemented to address the proficiency of the specific skill for two weeks. Then the teacher should progress monitor to see if the intervention was a success. At which point, the teacher makes the decision to move onto another skill because the child mastered the skill or choose another intervention to try to help the student who did not succeed after the two weeks of intervention lessons.

The previous explanation describes our current practice for data-informed decision making and intervention in the MTSS process. We feel this current practice is flawed and needs an adjustment. We want to carry on with the same practice, but when a student's progress monitoring data does not reflect mastery after two weeks of intervention, we want to immediately provide the student with the Orton Gillingham Methodology as an intensive intervention. Then carry on with the same progress monitoring protocol to determine effectiveness. LAGA could provide funding to help CCSS make this strategic adjustment to include the Orton Gillingham Methodology, resources, and professional learning for all teachers.

In addition to using screener and progress monitoring data to inform instruction CCSS also utilizes formative and summative assessment practices. In order to monitor ongoing student achievement, teachers and administrators at some schools participate in "Collaborative Planning" to analyze student work samples and data. This on-going review happens on a weekly basis in some schools and helps inform instructional practices for grade level teams. The practice of using Collaborative Planning on a weekly basis to inform instruction needs to be expanded to the other

Charlton County District Assessment/Data Analysis Plan 5



schools.

In addition, historical data has been reviewed in the system at the beginning of the year and the end of the year during district leadership team meetings and faculty meetings. Some attempts to disaggregate the data have been made in some schools by some teachers. There has been no systematic process in place. However, the Charlton County District Literacy Leadership team developed a protocol to help us get started with this practice. CCSS would like to address this by participating in training on the State Longitudinal Data System (SLDS). The school and district administrators participated in the first session of this training with Dr. Sabine O’Neill on February 6, 2020 at a district leadership team meeting. The administration immediately saw the value in the platform and created a plan for providing this training at the school level.

Our next steps will be to decide how we are going to use SLDS to improve our data review process to help teachers make data-informed decisions. The goal is for teachers and administrators to consistently report student progress so students, parents, care givers, and the community are informed about the literacy progress of our students. It will also help the district make informed decisions about the effectiveness of the curriculum, instructional practices, and intervention resources.

However, it is also critical to consider our Comprehensive Needs Assessment. The Consolidated Needs Assessment District Report identified 2 Overarching Needs for improvement one for ELA and one for Math. The ELA goal explains there is a need to “decrease the number of students in the lower ELA performance levels and increase the number of students in proficient and distinguished ELA performance levels”. In addition, the CCSS educators rated the system as “Emerging” in Standard 2 which states, “district use of protocols and processes for problem solving, decision-making, and removing barriers is limited or inconsistent.” This is directly related to our plan for improvement in this L4GA proposal.



Tying Community (Charlton County) Data to Academic Performance –

What the Research Says

There are several reasons for collecting data. A variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training) is gathered to determine needs for professional development (What, p. 9) Protocols are followed for tiered intervention and for referrals to the MTSS process (What, p. 8) When the data is clearly articulated, it is much easier to determine needs and make adjustments. With this in mind, it is important to also consider the data of the community. Further use of the community data could help us develop a better understanding of why We have 32 children currently on the waiting list for Head Start. This is an area where we need support. We need to be proactive about addressing the needs of all our students and future students. Creating a plan for using community data is a priority. We may need future support with Community Data Studies and creating a more data driven Community Action Plan.

To fully participate in their education and developmental opportunities, children need to be healthy, safe, and present. This means their families need access to safe housing, healthy food, quality health care (including vision and dental care), and transportation (Four Pillars of Access, 2020). Knowing this truth creates a sense of urgency about understanding the complexities of our community and creating meaningful partnerships.

We have been working diligently to address making data informed decisions in Charlton County Schools.

The District Literacy Team met on February 6, 2020 to confirm Charlton County District Assessment Protocols.

See all the charts, tables, and graphics on the following pages for recently confirmed District Assessment Protocols



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory /Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It is not as subjective as the Shaywitz Dyslexia Screener. Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
2. Add data to Tier 1 Data Review Forms	B,M, E	Classroom Teachers	Grade Specific Assessment Data	
3. Identify “At-Risk” Students	B,M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B,M,E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K –1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From “The Reading Strategies Book,” The “Writing Strategies Book,” and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 are Progress Monitored once a every 2 weeks. * Students in Tier 3 are Progress Monitored once a week. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> • Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? • Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student’s academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Program ○ 4-5 / System 44 ○ 6-12 / Read 180
<p>To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Program (OGP) like MAXSCOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving th (OGP) lessons from the interventionist.</p>				

Charlton County School District: Assessment/Data Analysis Plan



Community Assets

Community Asset Category	Assets
Physical Assets	<ul style="list-style-type: none"> • Churches • Charlton County Three Rivers Regional Library • Folkston Railroad Transportation Museum • Folkston Funnel Train Viewing Platform • Okefenokee National Wildlife Refuge
Economic Assets	<ul style="list-style-type: none"> • Local Business • Okefenokee / Charlton County Chamber of Commerce • Childcare Providers • Volunteer Fire Station
Stories	<ul style="list-style-type: none"> • Community/School Volunteers
Local Residents	<ul style="list-style-type: none"> • Community/School Volunteers
Local Associations	<ul style="list-style-type: none"> • Church/Faith-based Organizations • Ferst Readers of Charlton County • Volunteer Fire Department
Local Institutions	<ul style="list-style-type: none"> • Charlton County Three Rivers Regional Public Library • Higher Education Partners with Move On When Ready at Charlton County High School • Southeast Georgia Health System Camden Campus • Charlton County Health Department • Pediatrician/Other Medical Offices • Folkston, Ga. Pizza Hut (provides “Book It” coupons for readers)



Current Assessments

Assessment	Purpose	Grades	Skills Measured	Test Frequency
Reading Universal Screeners DIBELS: Reading Inventory:	Screeners identify at-risk students in need of intervention	Pre-K-3 4 th & 5 th as needed 2 nd – 12 th grades	Phonemic Awareness, Letter & Word Level Skills, Fluency; Comprehension; Vocabulary & Comprehension	August, January, May
Diagnostic Assessments Phonological Awareness Inventory Sonday System Inventory Phonics Inventory	Identify students' needs for specific skills intervention	Pre-K-2 nd K-3 rd 2 nd – 10 th	Phonological and Phonemic Awareness Skills	After Screeners for "At-Risk" students
Unit Benchmark Assessments FES & SGES (Journeys BM:K-6) BMS (Study Island Benchmarks for 6-8) (USA Test Prep some teachers are using at CCHS) CCHS Administration wants to expand USA Test Prep Benchmarks to a school wide	Monitoring Mastery of Standards	K-12	GSE	Upon completion of each unit; Beginning, Middle, and End of the Year Benchmark USA Test Prep Times vary
Formative Assessments (teacher-made; Journeys; iRead; System 44; Read 180; MobyMax; USA Test Prep)	Monitoring Mastery of Standards	K-12	GSE	August-May; Times vary
Summative Assessments (EOG, EOC)	Assess student proficiency on grade level standards	3-12	GSE	April (EOG) December/May (EOC) August-May in class Times Vary
Accuplacer (administered by partnering colleges/universities)	College entrance	9-12	Reading; Writing; Math	August-May; Times vary

Charlton County School District: Assessment/Data Analysis Plan



Assessment	Purpose	Grades	Skills Measured	Test Frequency
Unit Benchmark Assessments (Journeys provided; USA Test Prep)	Monitoring Mastery of Standards	K-12	GSE	Upon completion of each unit; Beginning, Middle, and End of the Year Benchmark USA Test Prep Times vary
Formative Assessments (teacher-made; Journeys; iRead; System 44; Read 180; MobyMax; USA Test Prep)	Monitoring Mastery of Standards	K-12	GSE	August-May; Times vary
Reading Universal Screeners (DIBELS; & RI)	Screener Identify students in need of intervention	Pre-K-12	Fluency; Comprehension;	August, January, May
Summative Assessments (EOG, EOC)	Assess student proficiency on grade level standards	3-12	GSE	April (EOG) December/May (EOC) August-May in class Times Vary
Accuplacer (administered by partnering colleges/universities)	College entrance	9-12	Reading; Writing; Math	August-May; Times vary



Improved Plan for Assessment/Data Analysis

Protocol for Using Summative Assessment Data

Actionable Steps:	Notes:		
1. Set the stage. <ul style="list-style-type: none"> State the purpose of the meeting. Explain the desired outcome. Review team communication and data norms. 	Three minutes		
2. Identify the focus standards of the assessment. Discuss the following questions... <ul style="list-style-type: none"> How are these data from this assessment organized? What learning targets or standards were measured? What is considered proficiency? 	Five minutes		
3. Discuss the data. <ul style="list-style-type: none"> Working individually, each teacher should examine their personal data, looking only for fact statements. Each member discusses the facts & records notes. When all facts are evident, the group then begins to develop inferences and draw conclusions. How many students were proficient, not proficient, and beyond proficient? After facts are noted, then infer and draw conclusions... <ul style="list-style-type: none"> Discuss patterns in the data... <ul style="list-style-type: none"> How did subgroups of students perform? How did specific classes perform? How did specific interventions affect growth? How did pacing or instructional strategies affect performance? How do these data need to impact future Curriculum choices? How do these data need to impact future instructional practices? 	Record Facts	Record Inferences	Record Conclusions
	Twenty minutes		
4. Develop the action plan. <ul style="list-style-type: none"> Create an action plan for data informed curriculum planning. Create an instructional plan that considers a change in pacing if needed. Consider evidence-based interventions and strategies to be included in each unit of study's instructional plan. 	Twenty minutes		
5. Set goals for improvement. <ul style="list-style-type: none"> Identify & discuss follow-up assessments to be used. Consider any obstacles or stumbling blocks the discussion identified. Discuss ongoing efforts and strategies designed to ensure quality Tier 1 instruction. 	Ten minutes		
6. Determine agreed-on actions and results indicators. <ul style="list-style-type: none"> What indicators will we use to determine the effectiveness of the results of this action plan? How will we know if this plan is effectively improving student achievement? 	Five minutes		



Improved Use of Data to Inform Instruction

Charlton County's
MTSS Systems of
Support for
Instructional
Intervention

Instructional
Support
Personnel

For Inclusion
Decoding Power
Or
Independent Reading
using "The Reading
Strategies Book" by
Jennifer Serravallo
**EXPAND-Implement
evidence-based
writing intervention
strategies using the
Jennifer Serravallo's
"Writing Strategies
Book."**
Or
For Resource
Sonday System

Tier 3
Diagnostic Assessments
Concepts of Print
Letter Sound Fluency
Phonological
Awareness Inventory
Phonics Inventory

Foundational Skills
Programs
Decoding Power
Sonday System
System 44
Read 180

L4GA could help us implement an Orton Gillingham
intervention for Tier 2 students who are not
succeeding after Tier 2 in class interventions.

Tier 2

iREAD (K-2)
MobyMax (K-10)
Decoding Power (K-5)
Small Group with Below Leveled Readers (K-5)
Strategic Intervention Lessons in Journeys
(Write In Reader) (K-5)
Independent Reading Using
"The Reading Strategies Book" (K-12)
by Jennifer Serravallo
System 44 (4&6)
Read 180 (6-12)
Implementation by Classroom Teacher

Tier 1
Journeys

Implemented by the Classroom Teacher

**EXPAND – to implement evidence-
based writing interventions using
Jennifer Serravallo's "The Writing
Strategies Book." (K-12)**

**EXPAND – to implement
MaxScholar Methodology (K-12)**



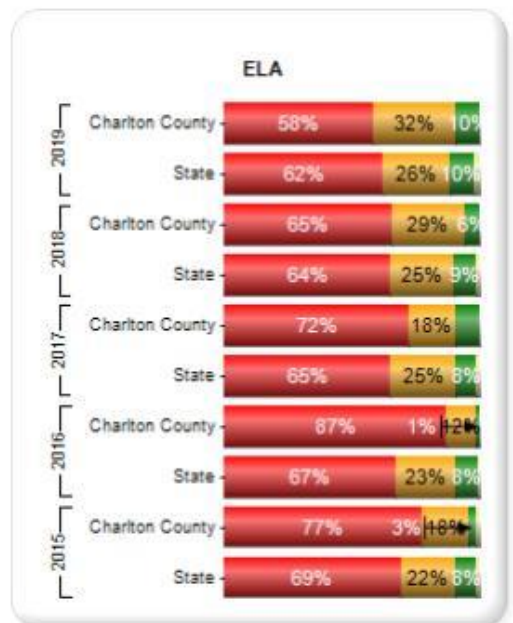
S3. Need for L4GA Grant

Percentage of 3rd grade students scoring Beginning Learner Level on EOG who are SWD

While our overall 2019 ELA GMAS data for 3rd grade reflects some encouraging improvements in teaching and learning, we still have a significant amount of work to accomplish. Our special education student population still continues to struggle to make adequate progress. According to the data in the charts below, 58% of Charlton County Special Needs students are still scoring in the Beginning Learner range and 32% are scoring in the Developing Learner range with only 10% scoring as Proficient Learners. This is distressing, and it is not just a special education problem. Tier 1 instructional practices impact these students as well as their special education supports. We take this very seriously and have vertically aligned literacy plans that include improvement efforts for children birth to 12th grade. Our plans for improvement will include the regular and special education teachers. In addition, we have an alignment of instructional content to be utilized to impact all students receiving instruction in all tiers in the MTSS process. The funds provided by L4GA could help Charlton County School System make great strides toward addressing the needs of our Students With Disabilities (SWD).

3rd Grade EOG Scores 201-2018

Percentage of 3rd grade students scoring Beginning Learner Level on EOG who are SWD Chart

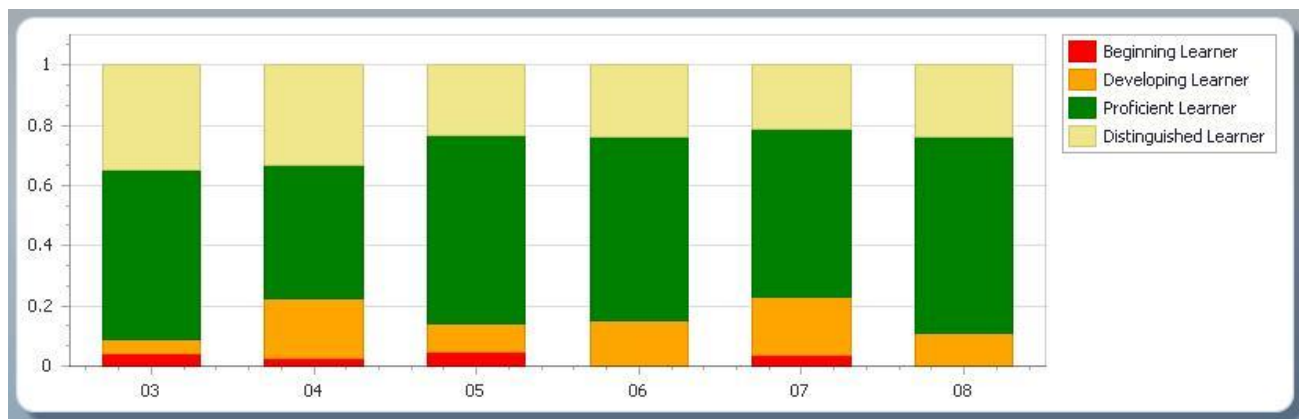


Charlton County School District: Needs Assessment



While our SWD students are very important students, we also have concerns for another important group of children. Many of the gifted students in Charlton County are not performing at the potential of gifted and talented children. In the chart and graph below, these data indicate from 2015-2019 only 26% of Charlton County's gifted students scored in the distinguished range, and 74% scored Proficient or below with six gifted children scoring in the Beginning Learner category. It is critical our plan for improvement include acceleration and challenging instructional activities for these children. Improved differentiation and instructional strategies for these students would have a profound impact on their learning, engagement, and motivation on a day to day basis. It would also improve in class behavior for children who are bored. In addition, higher levels of engagement and accountability would certainly improve their performance on the GMAS and in their educational experience in general.

Grade	Assessment	Subject	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Overall
03			1	1	13	8	23
04			1	2	16	12	36
05			2	4	27	10	43
06				2	28	11	46
07			2	10	29	11	52
08				6	36	13	55
Overall			6	35	149	65	255





3rd Grade DIBELS Data 2016-2018

3 rd Grade DIBELS End of Year Composite Score Benchmark						
	#IS	%IS	#SS	%SS	#CS	%CS
SY16	27	20.3%	29	21.8%	77	57.9%
SY17	31	20.9%	21	14.2%	96	64.9%
SY18	36	27.1%	18	13.5%	79	59.4%
SY19 Mid-Year	31	24.2%	23	18%	74	57.8%

3 rd Grade DIBELS DORF(A)— Middle of Year Benchmark						
	#IS	%IS	#IS	%SS	#IS	%CS
SY16	24	17.8%	31	23%	80	59.3%
SY17	20	13.5%	14	9.5%	114	77%
SY18	23	17.3%	19	14.3%	91	68.4%
SY19 Mid-Year	19	14.1%	20	14.8%	96	71.1%

*IS – Intensive Support SS – Strategic Support CS – Core Support
 *DORF (A) – DIBELS Oral Reading Fluency (Accuracy)

As these DIBELS data show, we have a significant number of students in need of intensive support at the end of 3rd grade, based upon the composite benchmark scores. If we also include the students who need strategic support and consider the SY19 Mid-Year data, we still have 42.2% of our third grade student population struggling to read proficiently. While the SY19 Mid-Year scores for oral reading fluency (accuracy) reflect a slightly lower percentage of 28.9%, these data also indicate a need for improvement. These data also reflect a need for improved foundational skill for students. Students need to have the ability to read through and process on unknown words with accuracy as well as fluency. These processes and strategies in regard to how words work need to be addressed as they do impact oral reading fluency. This area of concern also needs to address teacher proficiency in understanding data. All data needs to be used to inform instruction efficiently with evidence-based interventions, and those interventions need to be monitored for effectiveness. In addition, teachers need continued support in administering and understanding diagnostic assessments and identifying evidence-based interventions that will address students' needs. These ideas need to be ingrained in the vision and instructional purpose of the schools. It is also important to note, oral reading fluency and accuracy while reading directly influences comprehension which remains one of our greatest challenges. All of these concerns could be addressed with additional professional learning, teachers using self-reflection practices and data to inform instruction, and the implementation of other instructional content or practices that could improve Tier 1 instruction, small group interventions, and independent conferrals. The award of the L4GA could help Charlton County School System continue current implementation efforts and expand on them for further improvements in instructional delivery.



Grade Level Reading Inventory Lexile Category				
	Below Basic	Basic	Proficient	Advanced
FES 3rd	23%	21%	39%	6%
SGES 3rd	17%	17%	61%	6%
SGES 4th	14%	33%	33%	19%
SGES 5th	13%	31%	50%	6%
SGES 6th	12%	32%	16%	40%
BMS 4th	34%	27%	31%	8%
BMS 5th	30%	36%	25%	10%
BMS 6th	18%	36%	25%	21%
BMS 7th	14%	31%	26%	29%
BMS 8th	6%	30%	31%	34%
CCHS 9th	13%	32%	32%	23%
CCHS 10th	18%	29%	60%	9%
CCHS 11th	20%	18%	53%	8%
CCHS 12th	18%	26%	48%	8%
Summary				
FES	25%	31%	36%	7%
SGES	14%	30%	38%	17%
BMS	20%	32%	28%	21%
CCHS	16%	26%	45%	13%
Overall				
CCS	19%	30%	36%	16%

2019-2020 Mid-Year Reading Inventory Data

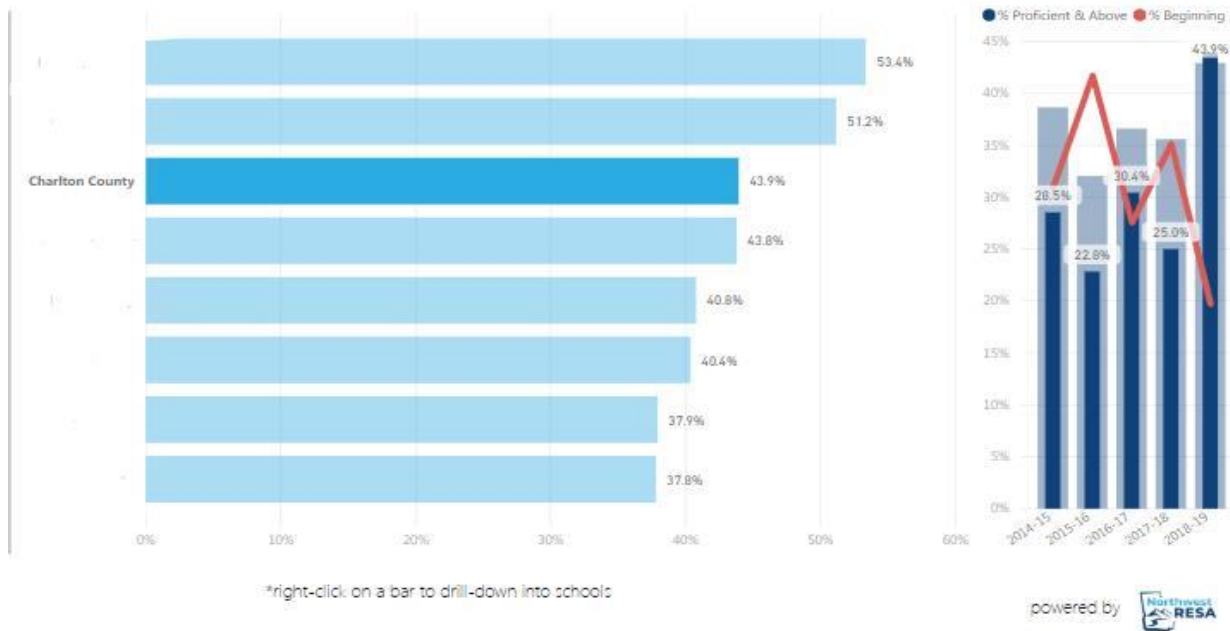
In the previous chart, the Charlton County School System Reading Inventory data raises cause for concern. It is critical for student to be reading proficiently in order to ensure success in all content areas and especially for functioning at a level that is college and career ready. The most current Reading Inventory Data indicates 44% of Folkston Elementary 3rd graders, 34% of SGES 3rd graders, 47% of SGES 4th graders, 44% of SGES, 5th graders, 44% of SGES 6th graders, 61% of BMS 4th graders, 66% of BMS 5th grade, 54% of BMS 6th graders, 45% of BMS 7th graders, 36% of BMS 8th graders, 45% of CCHS 9th graders, 48% of CCHS 10th graders, 38% of CCHS 11th graders, and 44% of CCHS 12th graders are reading below proficient. In most grades, almost 50% of the student population is reading below proficient. We have to address this with a heightened sense of urgency. It is critical that the children of Charlton County are prepared for life beyond high school. Being proficient readers, is one of the most important skills students need to have as they prepare for college or the work place. Hopefully, we will see a shift in the current Reading Inventory data before the end of this school year. It is nice to see student data reflecting the efforts of hardworking educators.



It is always important to look at different data and subgroups. It provides clarity about the proficiency levels of students' work and helps identify areas that need improvement. It can also provide opportunities for celebration when there are improvements in student data. The following GMAS data reflects the struggle Charlton County educators have been working through for the past few years. The number of Charlton County 3rd grade students scoring in the Proficient and Above range has improved drastically. Charlton County 3rd grade had an average percentage of 26.675% of students scoring Proficient and Above from 2015 to 2018. From 2018-2019 there was an 18.9% increase to 43.9% scoring Proficient and Above. These data (see the chart below) reflect the efforts of Charlton County School System educators and their commitment to work diligently to improve instruction, practice, and invest in student learning. While we have seen some success in regard to Milestones, it is still limited when you look at all the data. Charlton County children are worthy of receiving funding from L4GA, and the efforts of our educators will continue to be a viable and lucrative investment for the improved literacy futures of all the children of our county and the students of our schools. L4GA would help us achieve our goals for continued improvement in sustaining and expanding meaningful community partnerships, engaged leadership, instructional coaching, professional learning, reflection on teaching and learning, the productivity of PLCs, planning, utilizing data, and the delivery of meaningful evidence-based instruction.

Georgia Milestones: Proficient and Above

3rd Grade ELA





The GMAS data on the previous page are an indication that Charlton County educators are willing to work diligently to help children succeed. While these Milestones data reflect some great improvements, it is important to consider the entire body of information. Upon further reflection Charlton County is still struggling to support all students when it comes to reading proficiently. Our gifted students who should be achieving at the distinguished level are often falling below proficient and some are even falling below basic. All of these concerns could be addressed with additional professional learning for teachers to improve the use of self-reflection practices, making data informed instructional decisions, and the implementation of other instructional content or practices that could improve Tier 1 instruction, small group interventions, and independent conferrals.

The L4GA award could help Charlton County School System continue current implementation efforts and expand on those best practices by implementing improved...

- read aloud practices for improved vocabulary acquisition and comprehension,
- practices for utilizing more proficient shared reading strategies,
- independent reading with conferral practices that include teaching students to use strategies,
- intervention practices to be sure children are mastering foundational skills. for further improvements in instructional delivery,
- writing instruction and practices.



Areas of Concern

<p>Concern (B-5, K-12)</p>	<p>Steps Taken</p>
<p>BB1 Community Partnerships / Literacy Team Commitments B-5/A&B: Early Learning Leaders / Stakeholders Meets to Develop & Implement Quality Programming / Create a systematic process for early literacy</p> <p>BB1: B-12/ C & D: Community Partnerships Provide Supplemental Services BB1: B-12/ D: Feeder Pattern Partnerships (In Place)</p>	<p>Face to Face or phone conferences were held with all partnerships during January and February 2020 in an attempt to renew and strengthen past and create new partnerships. Regular meetings are held monthly with our Family Connections partner. This meeting will continue to include the planning of quality programming for children birth to 5th grade.</p> <p>District Literacy Leadership Team met on December 10, 2019. We discussed the goals of the team, shared ideas, and created a plan for moving forward.</p> <p>District Leadership Team met on January 14, 2020 and participated in PL on SLDS and discussed creating protocols for data review. Additional protocols need to be established to extend the data review process to other data and to share with community members.</p> <p>A renewed partnership has been established with Head Start. We have created a plan to include their leaders and teachers in early literacy PL. We would also like to extend this practice to local early education day care providers and private Pre-K. We are hoping L4GA will help us implement this new practice with Head Start, so we can perfect the implementation and extend the opportunity to local day care providers and private pre-K organizations. We also want to partner with Head Start to provide support for identifying creative ways to meet the needs of the 32 children who are currently on a waiting list to get into the program.</p>



<p style="text-align: center;">Concern (B-5, K-12)</p>	<p style="text-align: center;">Steps Taken</p>
<p>BB2: Engaged Leadership B-12/A: Leaders engage in PL</p> <p>BB2: B-12/B: School Literacy Leadership Team</p> <p>BB2: B-12/C: Monitoring Formative & Summative Data</p> <p>BB2: B-12/D: Data informed instructional shifts are made during vertical planning for B-12 partnerships</p>	<p>District Leadership Team participated in SLDS Training led by Dr. Sabine O’Neill. We scheduled additional training with Dr. O’Neill to include teachers. We hope to sustain and expand the current practice of conducting Collaborative Planning Meetings to expand and improve data driven decision making, sharing and selecting evidenced-based interventions, sharing evidenced-based strategies, studying standards, planning lessons, examining student work, and reflecting on instructional practice. (B-5 What, p. 9)</p> <p>Creating a protocol for analyzing data will be an important part of all future District and school level Literacy Leadership Team meetings.</p> <p>Sustain and expand the current practice of conducting School Literacy Team Meetings to grow data driven decision making in all schools.</p> <p>See BB4</p> <p>Some schools currently include data review which also includes the implementation of interventions or redelivery of instruction utilizing formative assessment practices. These practices need to be expanded, so all students in Charlton County benefit from this practice. (How, p.2; Why, p. 125)</p> <p>A protocol for using data has been established and confirmed by the District Literacy Leadership Team. See the “System and Schools’ Protocol for Using Data” on the next page and in the schools’ literacy plans.</p> <p>We need to include more deliberate strategic vertical planning meetings between grades as well. These meetings should be opportunities for educators to analyze data, study standards, create cross-curricular connections, examine student work, and reflect on instructional practice. (B-5 What, p. 9)</p>



Proposed Protocol for Improving our Current Use of Data to Improve Teaching and Learning

1. Administer screeners at the beginning of the year.
2. Add data to the Tier 1 Data Review Form.
3. Teachers and MTSS team identify “At Risk Students” based on the screener data.
4. Teachers/interventionist administers a diagnostic assessment.
5. The data from the diagnostic assessment informs the instruction.
 - Select and evidence-based intervention to address the students’ academic need. Decoding Power, Independent Reading/Strategies from “The Reading/Writing Strategies Book”
 - Deliver the intervention.
 - After two weeks, administer a progress monitoring probe for the struggling students to determine the effectiveness of the intervention. Is the student succeeding or struggling?
 - If the student is succeeding, what is the next step to carry on meaningful instruction?
 - If the student is still struggling, how is instruction going to change to address the students’ needs?
 - What is the different Intervention?
 - We would like to purchase an Orton Gillingham Methodology and Professional Learning for an interventionist and classroom teachers, so they know how to support the struggling students in class.

We need an interventionist who can implement an additional intervention like, the Orton-Gillingham Methodology like MAXSCHOLAR. Currently, our Special Education students receive Sunday System lessons, but we believe the way to keep kids from needing special education services is to provide intensive intervention in Foundational Skills early. We would like to provide an Orton Gillingham intervention as soon as students begin to struggle.

Again, this would require an interventionist. It would also require training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the work the interventionist is doing with the struggling students.



<p>BB2: B-12/C-part 2: School leaders monitor effective literacy instructional practices</p> <p>BB2: B-12/C-part 3: School leader implements a plan for communicating data outcomes to staff and stakeholders</p> <p>BB3: Continuity of Instruction BB3: B-5th Grade/A: (Partnerships and Communication Plans are in place.)</p> <p>BB3: B-12th Grade/B: (Plan is in place utilizing Ferst Readers)</p> <p>BB3: PreK-5th Grade/C: Comprehensive Literacy Block Provided</p>	<p>Dr. Pam Jackson and Dr. Felicia Sauls have been participating in walk-through observations with building leaders at one CCSS schools to identify exceptional literacy practices in the classrooms.</p> <p>Dr. Pam Jackson, consultant and Dr. Felicia Sauls, K-3 Curriculum and Instruction Coordinator are scheduled to deliver Calibrating TKES Observations Training for FES building administrators to ensure fidelity of observation practices.</p> <p>This practice will be extended to other schools in the system.</p> <p>Additional PL for using SLDS data platform is needed to improve the use of summative data.</p> <p>Based on current data, develop, plan, and implement quality literacy - based learning activities for Charlton County educators as well as community education care providers and other stakeholders that are data driven (Why, p. 31)</p> <p>Strategic plans are currently in place to include Ferst Readers of Charlton, Charlton County Family Connections, Charlton Retired Educators Association, Charlton Cares, Charlton County Head Start, Charlton County Health Department, Three Rivers Regional Library of Charlton, and other partnerships to support the literacy and learning of Charlton County children. Each of these organizations have committed to easy to implement initiatives that support literacy in Charlton County from Birth through 12th grade. The leaders of these organizations work together to participate in community events and support one another.</p> <p>Partnerships have also been established with Okefenokee Regional Educational Services (OKRESA) to continue our efforts in providing professional learning like Growing Readers and Balanced Literacy Series Training with coaching events in our schools.</p>
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BB3: 3-12/D: Cross-disciplinary Literacy Focus

All building administrators are committed to planning for and participating in the recommended 90 to 120 minutes for a Comprehensive Literacy block for ELA instruction. In an addition, there will be a priority that 30 to 60 minutes of literacy informed instruction is integrated in all content areas.

We need additional professional learning to support improved instructional strategies and data informed decision making to include differentiated Foundational Skills interventions

BB3: 3-12/D: Cross-disciplinary Literacy Focus
Continued

Content and standards specific libraries are needed for all cross-curricular classrooms.

All grade levels including content specific classroom teachers have been working to integrate literacy into their content areas. We would like to expand this initiative by providing teachers with additional content specific libraries of text to support their curriculum. Teachers will designate the first 30 minutes of their class time as a time for literacy and content specific interventions. Teachers will study their content data, make informed decisions about their students' academic needs, and provide interventions during this time.

These interventions may often be literacy- based interventions as students often need additional support with vocabulary acquisition and the reading of content specific words.

Many of our teachers have participated in Okefenokee sponsored Writing Training using GMAS rubrics led by Melissa Fincher. Content area teachers also need PL for improved writing instruction using rubrics.

BB3: Continuity of Instruction
B-12/E: Smooth Transitions Among Schools

Smooth transitions are in place among schools. This needs to expand to include better data transfer protocols. In addition, Head Start and early day care providers need to be invited to visit the elementary schools.



BB3: B-12/F: Partnerships for Literacy Support Collaboration

Family Connections has strategically placed “Book Boxes” in local business to provide additional access to text for families. We need continued support of this effort.

Ferst Readers (CAT) of Charlton are committed to providing books for Charlton County children. They also attend community events to educate families about team members about the importance of early literacy and what Ferst Readers offers.

Additional resources are needed to support the implementation of Parent Engagement activities in all schools and to provide support for Ferst Readers of Charlton.

BB4: Formative & Summative Assessments Include Tiered Interventions for All Students

Current Formative and Summative Data Review processes have established protocols. Each school has their own spin on how they are used. We need to be more deliberate with how this data is collected, studied, and utilized in the classroom. There needs to be a consistent vertical alignment of these responsibilities, and this needs to become routine. Additional PL to support this process would be helpful.

B4: B-5/A: Screenings utilized to determine Reading and Writing readiness

We have a good system in place for reading screeners, but we need additional writing screeners and implementation support for 4th – 12th grades.

BB4: B-12/B: Infrastructure for formative & summative assessments

School and District leaders has created a district wide assessment protocol that includes formative and summative student data. Some schools currently include formative data review which also includes the implementation of interventions or redelivery of instruction. These practices need to be expanded, so all students in Charlton County benefit from this practice. (How, p.2; Why, p. 125) **See the “System and Schools’ Universal Screening & Progress Monitoring Data Protocol” on the next page and in the schools’ literacy plans.**

BB4: Pre-K-12/C: Multi-Tiered Systems of Support

BB4: Pre-K-12/D: Literacy Screeners to identify “At-risk” indicators (being utilized)

Multi-Tiered Systems of Support are in place at



	most schools. They need to be monitored closely by building administrators. CCHS is currently developing a process for MTSS and needs support.
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Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory / Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It will provide more reliable data. We need professional learning to add the use of Test Pad in the SLDs platform to our current assessment practices.
2. Add data to Tier 1 Data Review Forms	B, M, E	Classroom Teachers	Grade Specific Assessment Data	We also need to add the use of Assesslets as a writing benchmark for 3 rd -12 th grade. This would need to include professional learning, Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
3. Identify "At-Risk" Students	B, M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B, M, E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K-1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From "The Reading Strategies Book," The "Writing Strategies Book," and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 & Tier 3 are Progress Monitored once every 2 weeks. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> • Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? • Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student's academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Methodology ○ 4-5 / System 44 ○ 6-12 / Read 180
To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Methodology (OGM) like MAXSCHOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving the (OGM) lessons from the interventionist.				



BB4: Pre-K-12/E & F: Summative Data Review

Summative data review is limited to the practice that is established at each school. There is an overview of the data meeting at the district level, but we need a protocol in place for using summative outcome data more effectively. PL to support this would be helpful. We have a tentative plan that needs to be delivered to the District Literacy Leadership Team.

During our February 6, 2020 District Leadership Team Meeting, we participated in SLDS training provided by Dr. Sabine O’Neill. We currently have a plan to continue this professional learning with teachers. We would like to continue this effort to include protocols for End of the Year Data Review after Milestones and other summative data are available. We would also like to have a system wide plan for Beginning of the Year Data Review using SLDS to study Summative data and Tier 1 Data Review Forms to study End of the Year screener Data. The DLT needs to establish protocols for making this a priority.

BB4:G/ SST/MTSS Teams Monitor Progress Jointly (in place at most schools CCHS needs support with this)

We have been attempting to make data informed decisions. It is not going as well as our children need it to be going which is evident in when looking at our Reading Inventory and DIBLES data. We desperately need additional professional learning on data informed decision making, specifically the implementation of supports and intervention using diagnostic data.

BB4: B-12:H/ Diagnostic Data is Used to Implement Supports and Interventions

We are currently using the diagnostic assessments that are a part of the Journeys curriculum. While those have been helpful, additional diagnostic assessments are needed are still needed for some grade levels and a more intensive intervention for teaching struggling students Foundational Skills like an Orton Gillingham Methodology or Differentiated Foundational Skills lessons.

PL needed to support Collaborative Planning and teachers and building administrators need support with making data informed decisions and selecting interventions. Additional PL including Orton Gillingham Methodology Training, Growing Readers, Differentiation Lessons, are Balanced Literacy Training are needed.



BB5/A: Tiered Supports

(GELDS B-Age 5)

CCSS Curriculum Coordinator met with the site managers, Dorothy Reed and Crystal Hodges, for Charlton County Head Start in February of 2020 to reestablish a partnership with the organization. We discussed working together so they could participate in professional learning opportunities in a “Train the Trainer Model,” when we have PL in the system, and in class coaching. We need support for L4GA to enhance the success of this initiative. We also need to create an action plan for how we will make this happen and include sharing GELDS.

Resources are also needed to support this initiative

BB5: B-12/B: High Expectations and Student Interest

Some teachers have participated in PL to integrate the use of technology into current instructional practice to enhance student interest. This training needs to be made available to all teachers.

Additional technology is needed to support this effort for all ELA and all content classes.

BB5: Pre-K-12/C: Literacy Instruction and Intervention Across the Curriculum

Support and PL is needed for providing evidenced-based interventions. Teachers and building administrators need support with making data informed decisions and selecting interventions.



<p>BB5: Pre-K-12/D: Writing Instruction Across the Curriculum</p> <p>BB5: Pre-K-12/E: Students Reading and Writing Daily to Build Stamina</p> <p>BB5: Pre-K-12/F Wealth of Texts</p> <p>BB6 Professional Learning in Literacy Instruction B-Age 5/A: Early learning staff participates in professional learning on evidence-based instruction in...</p> <ul style="list-style-type: none"> • Oral Language Development • Phonological Awareness development • Concepts of Print (Print Awareness) • Alphabet Knowledge • Writing <p>K-12/B: Administrators, teachers, coaches, and teaching assistants participate in professional learning</p>	<p>Several teachers have participated in Writing Training through OKRESA with Melissa Fincher. Additional Collaborative Planning time for teachers to create Effective Writing Instructional Plans and organizing rubrics to use in all classrooms.</p> <p>In addition, teachers and administrators need to participate in a book study during PLCs using Jennifer Serravallo’s books, “The Writing Strategy Book”, and “The Reading Strategy Book.”</p> <p>Cohorts of teachers have participated in Growing Readers Training to support the work of establishing daily routines for reading and writing to support building student stamina addition teachers need this training.</p> <p>Classroom leveled, theme or content specific libraries need to be enhanced, and in some classes, completely developed.</p> <p>Mentor texts are needed for improving Read Aloud Lessons.</p> <p>PL needed to support Collaborative Planning and teachers and building administrators need support with making data informed decisions and selecting interventions. Additional PL including Orton Gillingham Methodology Training, Growing Readers, Differentiation Lessons, are Balanced Literacy Training are needed.</p> <p>CCSS Curriculum Coordinator met with the site managers, Dorothy Reed and Crystal Hodges, for Charlton County Head Start in February of 2020 to reestablish a partnership with the organization. We discussed working together so they could participate in professional learning opportunities in a “Train the Trainer Model” when we have PL in the system, and in class coaching. We need support for L4GA to enhance the success of this initiative. We also need to create an action plan for how we will make this happen and include sharing GELDS.</p> <p>Summer stipends are needed to support these PL initiatives, so administrators, teachers, coaches, teaching assistants, Head Start personnel can all participate in training.</p>
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Moving Forward

Charlton County School District educators have been working diligently to address the needs of the students in Folkston and Saint George, Georgia. While these efforts have led to some improvements, we are still way off the mark. In the previous data review, it is revealed we have much work to continue improving student literacy proficiency. Throughout the study of the needs assessment, we identified strategic actions we will address specific areas of concern in each “Building Block.” The areas we are desperate to improve are identified in the table “Areas of Concern” from page 24 to 31. While we have pre-established partnerships, this process has helped us expand and improve the relationships to include P-20 Partners with Okefenokee RESA, Coastal Pines Technical College, parents/caregivers/families, early learning childcare agencies, Charlton Family Connections, Charlton Cares, Charlton County Health Department, Three Rivers Regional Library of Charlton, Charlton County Sheriff’s Department, local faith-based organizations, and other collaborative partners. All the schools of Charlton County have established Literacy Leadership Teams, and we have established a District Literacy Leadership Team. The following improvement actions will be taken to move forward with high impact literacy initiatives for Charlton County’s children.

- Unite Stakeholders to create a Literacy Coalition
- Create and annual action plan for engaging community partnerships to support literacy initiatives.
- Maintain momentum with Ferst Readers of Charlton to continue educating families about early literacy skills for children birth to age 5.
- Continue supporting the registration of children birth to age 5 for Ferst Readers. Ferst Readers provides children birth to age 5 with free books mailed to their homes monthly.
- Continue partnership with Charlton County Health Department to support registrations for Ferst Readers and pass out Literacy information.
- Include Head Start and all early learning care centers in PL



Create an instructional plan for needed PL:

- **Early Learning PL**
 - phonological awareness and concepts of print to include interventions
 - alphabet knowledge and vocabulary acquisition through Read Alouds
 - oral language development and writing

- **K-12th Grade PL**
 - Writing using GMAS Rubrics
 - Integrating Technology to Impact Literacy Instruction
 - Data Analysis and Data-Based Decision Making
 - Identifying Evidenced-Based Interventions
 - Using Evidenced-Based Interventions
 - Growing Readers Training
 - Book Studies/Webinars...
 - “The Reading Strategies Book” by Jennifer Serravallo
 - “The Writing Strategies Book” by Jennifer Serravallo

Create a plan for extended Collaborative Planning:



Description of Needs Assessment Participants/Process

The District Leadership Team includes representatives from every school in the system. Additional personnel and personnel from the technology, maintenance, and transportation departments also participate on the District Leadership Team. The team usually meets monthly and as needed. Parent surveys are collected through email and the data is reviewed annually. The Comprehensive Needs Assessment (CNA) and District Improvement Plan content is presented at some schools during Family Engagement events, so there is always a high number of parents in attendance. The Title 1 Meeting happens before the event. This improves parent participation and feedback is always requested. Some schools hold Title 1 Meetings to review these documents and answer questions. In addition, they are discussed in the parent stakeholders meeting before the beginning of the year. (CNA) and (DIP) are shared with the leadership team at District Leadership Team meetings, and the superintendent reviews them with board members. The school district needs are identified using survey information and the following data:

- Universal Screening (DIBELS & Reading Inventory)
- Benchmarks where applicable
- Community-level statistics
- Stakeholder Surveys
- Georgia Milestones
- SLDS (Student Longitudinal Data System)
- CCRPI (College and Career Readiness Performance Indicators)

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

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



After completing the Needs Assessment, three overarching needs were identified, along with five root causes that need to be addressed through this L4GA project. The table below summarizes the needs identified and the root cause analysis.

<p>Overarching Need: Improve data-based decision-making processes to impact student literacy in all content areas</p>
<p>Root Causes</p> <ul style="list-style-type: none"> • Lack of teacher understanding of the content before and after the grade being taught • Students come to the grade with deficiencies in the grade-level curriculum • Teachers have limited understanding of how to intervene when children are missing skills and continue teaching grade-level standards and accelerating advanced students at the same time • Instruction does not provide adequate rigor • Students lack critical thinking skills • Teachers need additional PL and resources to personalize learning (differentiate instruction) and increase rigor
<p>Overarching Need: Improve writing proficiency in all genres and when appropriate in all content areas</p>
<p>Root Causes</p> <ul style="list-style-type: none"> • Limited writing experiences • Limited exposure to language rich environment • Students lack prerequisite skills needed to write successfully • Teachers do not know how to effectively address gaps in students writing ability and continue Tier 1 instruction and acceleration at the same time • Lack of rigor and need for critical thinking skills • Teachers need additional PL and resources to personalize learning (differentiate instruction) and increase rigor using writing rubrics and instructional strategies for writing
<p>Overarching Need: Develop early literacy skills of all early learning education providers specifically in Oral Language Development, Phonological Awareness development, Concepts of Print, Alphabet Knowledge, and Writing</p>
<ul style="list-style-type: none"> • Limited exposure to a literacy rich environment from birth to pre-school; high poverty levels; low performance expectations • Children lack oral language skills that critical developing phonological awareness skills • Teachers have a limited understanding of early literacy skills and how to develop them • Teachers are doing all the thinking for children and do not provide rigorous instruction • All early literacy teachers of need additional PL, coaching, and resources to provide individualized learning opportunities for children



CCSS educators have been working diligently to address the root causes identified in the chart on the previous page. Intervention is a critical element of educator practice. Teachers continue to struggle with analyzing student data to make instructional decisions for intervention. Our literacy plans and L4GA initiative are designed to directly impact the root causes associated with the need of the system.

Improved teacher proficiency with making data informed decisions concerning needed interventions to address literacy gaps. It is also essential for the children and students of Charlton County to be provided with instruction that improves their writing and proficiency in all content areas.

In addition to the previously described comprehensive needs assessment process, we have extensive community partnerships to support the needs of our students and community. We have united with Charlton County Head Start, Okefenokee RESA, P-20 partners, and many other community partners to address developing, supporting, and promoting literacy awareness. In addition, educators and leaders in the community will work to educate families and caregivers about the importance of early literacy, creating literacy rich experiences for children, so they are better prepared for the literacy experiences that will occur in school. The District Literacy Team met initially on 2/6/2020 and are prepared to begin this initiative.



S4. Project Goals, Objectives, Activities, Outputs, Outcomes, & Support Needs

Coherent Instructional System

- Past Instructional Initiatives
 - Reading Recovery
 - Balanced Literacy
 - Learning Focused Instruction (FES), (BMS), (SGES)
 - Saxon Phonics (FES) & (SGES)
 - Jack and Jilly (FES)
 - Differentiated Phonics Lessons (FES) & (SGES)
 - Bookworms Shared Reading and Interactive Reading Lessons (FES)
 - Standards-based Classrooms
 - CCGPS/GPS/GSE (CCSS)
 - RTI (FES), (BMS), (SGES)
 - Writer’s Workshop (FES)
 - Poverty Training (CCSS)
 - GLISI/District Leadership Data Training
- Current Instructional Initiatives
 - HMH Journeys Reading (FES K-3, SGES K-6, BMS 4 & 5) 2016 - present
 - PBIS (FES, SGES, BMS, & CCHS) 2015 – present
 - Standards-based Classrooms / GSE (CCSS) 2004-present
 - Differentiated Instruction (FES), (BMS), (SGES), (CCHS)
 - Thinking Maps (FES), (BMS), (SGES) 2014-present
 - Co-teaching (FES), (BMS), (SGES)
 - MTSS (FES) (SGES) (BMS) (CCHS) Attempting to implement a process this year
 - Writer’s Workshop (FES)
 - Poverty Training (CCSS)
 - RACE (FES, SGES, BMS, & CCHS)
 - PBIS (FES, SGES, BMS, & CCHS)
 - GLISI/District Leadership Data Training
 - Focus Walks (FES) Began 2019
 - iRead (FES K-3, SGES K-3) 2016-present
 - Sonday System (FES K-3, SGES K-6, BMS 4&5) 2016-present
 - System 44 (BMS 4&5) 2016-present
 - Read 180 (BMS 4&5, CCHS) 2016-present
 - Growing Readers in several classrooms at FES & SGES
(We are working toward training the entire faculty at both elementary schools.)
 - Focus Walks (FES) Began 2019-present
 - HMH Journeys Reading (FES K-3, SGES K-6, BMS 4&5)
 - Fountas and Pinnell Balanced Assessment System (Running Record Assessment System)
- Cross-curricular Connections to Literacy
 - Literacy within Journeys based on GSE in ELA at FES, SGES: K-6, BMS: 4-5
 - Fountas and Pinnell leveled text utilized in all K-3 classrooms
 - AR Leveled Text in the library

You can see we have tried many different curriculum options in an attempt to address the low performance issues of the students of Charlton County. District and school leadership believe the underachieving issues of the system are not just a curriculum issue. While we are planning to make some improvements to our current curriculum, it is clear some students need more support. When students do not perform after quality Tier 1 instruction, there has to be a strong strategic plan in place that provides intervention that is monitored by teachers. This is the most critical thing CCSS needs help addressing.



Community Partnerships

- **Community Assets** (see also Community Assets in Assessment/Data Analysis Plan)
 - Utilize Charlton App (which also accesses social media platforms, flyers, newsletters, school/district websites, local newspaper, parent meetings, Community Collaboration through Family and Remind System to communicate with stakeholders)
 - Learning opportunities are provided for students through partnerships with community members, volunteers, and civic and faith-based organizations: 4-H, Charlton Family Connections, Charlton Retired Teachers Association, Charlton County Recreation, Ferst Readers of Charlton, Three Rivers Regional Library of Charlton.
 - Parents/community members included in School Leadership Team
 - Available locations to hold events – Okefenokee National Wildlife Refuge, Charlton County Commission Annex Auditorium, Folkston Train Museum, Churches, Three River Regional Library of Charlton
 - Variety of organizations participate and provide free health screenings and information/resources to students/parents annually at the Health Fair and othertimes
 - Our schools have high participation rates for afterschool student centered events where students are performing or participating in athletics. We want to be proactive with this time and provide strategic care giver coaching during these events.
 - We want to continue offering parent engagement activities/events to increase involvement at a variety of times to accommodate different care giver schedules
 - Strategic use of all digital platforms to share educational resources caregivers are more likely to access this information at their leisure
 - Consistently request caregiver and community partnership feedback through Google Form Surveys or Survey Monkey
 - Share and study this feedback at School Literacy Leadership Team Meetings & District Literacy Leadership Team Meetings

Engaged Leadership

- Routines and Processes for On-going Engagement of Leaders
 - Dr. Pam Jackson is providing leadership training at Folkston Elementary School
 - Expand the Dr. Jackson's leadership training to include the other schools.
 - Engage in Calibrating TKES Observations Training with Dr. Jackson in all schools
 - Implement Peer Observations Protocol seeking Best Practices for Improvement in all schools
 - Participate in consistent School/District Literacy Leadership Team Meetings to review, survey data, school/district data, peer observation data
 - Participate in consistent School/District Literacy Team focus walks to promote positive mindsets, identify needs, and celebrate best practices.
 - Some school administrators have/are participated/ing in the *Seminar for Principals/ Assistant Principals with Principals Center, Georgia State University Center*



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

Improve data-based decision-making processes to impact student literacy in all content areas
<ul style="list-style-type: none"> • Revisit the format of the CCS systems current protocol for using screeners and progress monitoring data so schools and teachers have a shared vision for intervention • Provide PL on understanding data and making data-informed decisions to select evidenced-based interventions and monitor student progress • Revisit the format of the CCS system’s formative, and summative assessment data. As part of writing for L4GA,
Improve writing proficiency in all genres and when appropriate in all content areas
<ul style="list-style-type: none"> • Time for PL for All Levels and All Relevant Staff <ul style="list-style-type: none"> ○ Participate in professional learning to impact the practice of teaching writing • Approaches to PL <ul style="list-style-type: none"> ○ Onsite professional learning will be organized by the system Curriculum & Instruction Coordinator ○ Professional learning will also be available through OKRESA. ○ In class coaching will be a part of these professional learning opportunities ○ Time for Collaborative Planning • Provide time for Collaborative Planning <ul style="list-style-type: none"> ○ Curriculum & Instruction Coordinator will coordinate with building principals to create a plan for Collaborative Planning so teachers can... <ul style="list-style-type: none"> ▫ Create a daily instructional plan specific to writing for all content areas. ▫ Create prompts for daily writing. ▫ Create a curriculum map to outline writing instruction for the year, so ELA and other content areas can create a cross-curricular approach to support genre specific writing across the school (This will require vertical planning.) ▫ Create a plan for using GMAS rubrics for instruction, grading, and student reflection and goal setting. ○ Time for Collaborative Planning throughout the school year will be critical. Teachers will be expected to share students’ writing samples to make instructional shifts to address student writing needs. ○ Provide PL for Collaborative Planning ○ Provide time for Collaborative Planning during the summer.
Develop early literacy skills of all early learning education providers specifically in Oral Language Development, Phonological Awareness, Concepts of Print, and Alphabet Knowledge
<ul style="list-style-type: none"> • Register children and families at Head Start for First Readers, so they will receive a book, literacy newsletter, and resources to support the reading of the book monthly. • Provide care giver coaching during school parent involvement activities, so families will see positive examples of how to engage with their children to impact early literacy skills. • Partner with Head Start leaders and teachers to participate in PL to address Oral Language Development, Phonological Awareness, Concepts of Print, Alphabet Knowledge • Partner with Head Start leaders and teachers to provide in class coaching • Include early learning partners in school based professional learning specific to these needs

Charlton County School District: Project Goals & Objectives



Goal 1: Improve effectiveness in making data informed decisions, providing interventions and acceleration based on students' academic needs and provide an academically challenging environment. (Why, p. 120)

Need for shared literacy vision owned by school leadership and staff members, students, parents, and community stakeholders. (BB 1)

Need to refine and sustain systematic MTSS protocol, resources, implementation, and monitoring and participate in PL to improve the process. (BB 4)

Need for comprehensive and balanced system for formative and summative assessments across all grade levels to identify the instructional needs of students, to provide appropriate differentiation, and to make program/instructional adjustments. (BB 4)

Objectives	Current/Future Efforts	Current/L4GA Funding	Measurement
<ul style="list-style-type: none"> • Improve teachers' and administrators' understanding of screener data • Improve teachers' and administrators' understanding of diagnostic data • Improve data-based decision-making process using the previously mentioned data • Improve the selection process for interventions • All teachers and administrators will; participate in the Orton Gillingham Methodology Training • Participate in PLCs to develop better Formative Assessment Instructional and Data Review Practices • Participate in PL delivered by Dr. Sabine O'Neill to improve our use of SLDS and improve our process for Summative Data Review 	<p>Currently Administering Screeners and Diagnostic, meeting to discuss the results, but teachers are struggling to provide appropriate interventions in a timely manner with a sense of urgency.</p> <p>There is also a struggle to shift intervention immediately after progress monitoring reflects student success or failure.</p>	<p>Striving Readers Funded</p> <p>We need a Diagnostic Assessment for Pre-K that addresses the Phonological Awareness Standards from GELDS. L4GA would support this part of the goal.</p>	<p>DIBELS Screener Data</p> <p>Reading Inventory Data</p> <p>Diagnostic Data</p> <p>Progress Monitoring Data</p> <p>TKES & Peer Observations</p> <p>Lesson Plans</p>



Goal 2: Improve cross-curricular literacy to impact the reading and writing of B-12th students. (“In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into the workplace or college.” Why, p. 49)

Need for continuity of literacy instruction: transition from early care to school and from one school to another; literacy focus across curriculum. (BB 2/4)

Objectives	Current/Future Efforts	Current/L4GA Funding	Measurement
<ul style="list-style-type: none"> Teachers will implement an intervention block during their class schedule to provide student specific intervention or acceleration when needed. Classroom libraries will be enhanced to provide more fiction and nonfiction texts that are specific to the cross-curricular content of the grade. Teachers and administrators will participate in professional learning that addresses writing in the content areas. Teachers and administrators will participate in professional learning that addresses the use of GMAS writing rubrics that are grade specific. Participate in “Reading Conferences Training” using “The Reading Strategies Book” by Jennifer Serravallo. Participate in “Writing Conferences Training” using “The Writing Strategies Book” by Jennifer Serravallo. 	<ul style="list-style-type: none"> Many ELA teachers have participated in OKRESA offered professional learning led by Melissa Fincher. We would like to expand this training to include content area teachers and administrators. Purchase fiction and non-fiction text to support content area standards. Participate in PL on providing intervention conferences specifically to model using reading and writing strategies 	<ul style="list-style-type: none"> Striving Readers funded the purchase of additional text and resources. L4GA could help add to current classroom libraries and expand the purchase of classroom libraries to the content area classrooms 	<ul style="list-style-type: none"> K-3 Running Record Data K-12 Anecdotal Notes for Intervention Conferences TKES & Peer Observations Lesson Plans

Effective intervention resources; provide adjustments for improved RTI implementation/monitoring protocols (B-5 What, p. 8; K-12 What, p.11)
 Purposeful allocation of instructional resources based on student assessment data (Why, p., 123-139) Increase teacher knowledge of incorporating writing into all curriculum areas (Why, pp. 45- 46)



Goal 3: Develop early literacy skills of all early learning education providers specifically in Oral Language Development, Phonological Awareness, Concepts of Print, Alphabet Knowledge

Need for continuity of literacy instruction: transition from early care to school and from one school to another; literacy focus across curriculum. (BB 2/4)

Objectives	Current/Future Efforts	Current/L4GA Funding	Measurement
<ul style="list-style-type: none"> • Include Head Start Leaders in Train the Trainer Model of Professional Learning • Head Start teachers and leaders will participate in early literacy PL that includes coaching. • We would also like to extend this practice to include local early education day care providers and private Pre-K. • Invite Head Start teachers and leaders to participate in CCSS professional learning specific to the early literacy skills mentioned above. • We are hoping L4GA will help us implement this new practice with Head Start, so we can perfect the implementation and extend the opportunity to local day care providers and private pre-K organizations. • We also want to expand our current partnership with Head Start to provide support for identifying creative ways to meet the needs of the 32 children who are currently on a waiting list to get into the program. Training on birth-5 vertical alignment and best practices for development of early literacy skills with a whole child approach (Why, p. 21; B-5 What, pp. 7-8) 	<ul style="list-style-type: none"> • The current CCSS partnership with Head Start includes many services like, “Babies Can’t Wait,” breakfast and lunch provided daily for the students, Occupational Therapy, Physical Therapy, and transportation. • Expand future efforts to include professional learning • Expand future efforts to include guided data-based decision-making to inform interventions and instruction 	<ul style="list-style-type: none"> • L4GA would support the professional learning partnership • Provide resources for these professional learning opportunities • Provide resources for the implementation of learning from PL For example... Mentor Texts for Read Aloud etc... 	<ul style="list-style-type: none"> • Sign in sheets for Professional Learning • Observations made during coaching sessions



S1. Local Education Agency (LEA) – Partnership Narrative: The History; Community Demographics; Feeder System; Partnerships

Charlton County Schools (CCS) is a public-school system situated near the cypress lined marshes of the grand Okefenokee National Wildlife Refuge in rural southeast Folkston, GA within Charlton County. It is considered a rural school district and includes an early learning child care facilities as well as, Head Start of Charlton County and four feeder schools: Folkston Elementary School-FES (Pre-K-3); St. George Elementary School-SGES (Pre-K-6) Bethune Middle School-BMS (4-8); and Charlton County High School-CCHS (9-12).

The system currently serves nearly 1,700 students from Pre-K to twelfth grade. Folkston Elementary is located six and a half miles from the Okefenokee National Wildlife Refuge. Saint George Elementary School was rebuilt after a fire in 1937 and is located in an extremely sparsely populated area located 24 miles south of Folkston. It is considered an isolated area and has qualified for an annual sparsity grant for over twenty years. The students served at this school and the other Charlton County Schools often have very limited experiences and opportunities because of the poverty level and rural location. According to Charlton County’s 2019 College and Career Ready Performance Index (CCRPI) Overview 67.5% of our students are economically disadvantaged. This makes community involvement critical for meeting the needs of our student population.

Bethune Middle School opened in November 2010 and serves grades 4-8. In addition to academic course offerings, BMS students are able to participate in extracurricular activities such as band, football, golf, cheerleading, choir, robotics, and 4-H. Students enrolled at CCHS have many opportunities to participate in extracurricular activities, Honors Classes, and Dual Enrollment degree programs with Coastal Pines Technical College and other local colleges.

The district will support literacy and learning through partnerships with Charlton County Family Connection, Head Start, Three Rivers Regional Library of Charlton County, Charlton County Health Department, Charlton County Head Start, Tiny Tots Play School, other local Day Care Providers, First Readers of Charlton County, local faith based organizations, and Folkston Pizza Hut to implement the **“Students and Teachers Loving Literacy & Learning for Life Initiative.”** Charlton County School System will also enlist the support of our P-20 partnerships with Okefenokee Regional Educational Services Agency (OKRESA) and Coastal Pines Technical College in order to fully support our schools’ literacy plans. The table below lists the community partnerships and contact information.

Charlton County School District: Partnership Narrative



The table below lists the organizational partnerships and contact information.

Charlton Cares <ul style="list-style-type: none">• Barbie Dinkins, Coordinator
Charlton County Family Connection Inc. <ul style="list-style-type: none">• Carla Rodeffer, Coordinator (carlarodeffer@charlton.k12.ga.us)
Charlton County Head Start <ul style="list-style-type: none">• Dorothy Reed & Crystal Hodges (912-496-3141)
Charlton County Health Department <ul style="list-style-type: none">• Jenna Thrift, Southeast Health District Medical Director
Charlton County Three Rivers Regional Public Library <ul style="list-style-type: none">• Barbara Parker, Library Manager (229-294-6030) (rbrannon@desototrail.org)
Okefenokee National Wildlife Refuge <ul style="list-style-type: none">• Caitlyn Hatcher, Director (328-6032) (pelhamchamber@pelhamga.org)
Charlton County Sheriff's Department <ul style="list-style-type: none">• Kenny Jones, Major
Folkston Elementary PTO <ul style="list-style-type: none">• Mr. Michael Walker, Principal (496-7369)
St. George Elementary PTO <ul style="list-style-type: none">• Dr. Drew Sauls, Principal (912-843-2334)
Ferst Readers (FR) of Charlton County Community Action Team (CAT) <ul style="list-style-type: none">• Amanda Jackson, Leader and Secretary, (ajackson@charlton.k12.ga.us)• Felicia Sauls Ed.D., Co-leader and Treasurer, (feliciasauls@charlton.k12.ga.us)• Michelle Maddox Regional Coordinator & Mentor for FR of Charlton County (904-248-0165) (michelle@ferstreaders.org)
Okefenokee Regional Educational Services Agency (OKRESA) <ul style="list-style-type: none">• Dr. Greg Jacobs, Executive Director (912-285-6151) (gjacobson@okresa.org)
Coastal Pines Technical College <ul style="list-style-type: none">• Amanda Morris, Vice President for Academic Affairs
Valdosta State University <ul style="list-style-type: none">• VESi's e-course online, self-paced, continuing education courses offered cooperatively with Valdosta State University.
Get Georgia Reading



Description of System; LEA-Partnership; Community Demographics

The Charlton County School System has several previously established community partnerships that provide support for families and children: We plan to continue those partnerships, add some partnerships, and expand some of the current partnerships. Charlton County Family Connection Inc., Head Start, the local Pizza Hut, Charlton County Health Department, Ferst Readers of Charlton County, and Three Rivers Regional Library of Charlton County. These partners have committed to providing support for educating families about the importance of early literacy and learning. For the purpose of meeting the basic needs of the **“Whole Child,”** the LEA of Charlton County is adding or expanding partnerships with **“Charlton Cares”** and **“Charlton Family Connection Inc.”** These partnerships are committed to working with school leaders, nurses, and counselors to provide students with basic needs like food, glasses, clothing, shoes, and etc. Community churches also provide valuable services for Charlton County citizens needing assistance. Charlton County is a designated **“Get Georgia Reading”** community. Folkston Elementary School and Saint George Elementary School of Charlton County are 2018 recipients of a Governor’s Office of Student Achievement (GOSA) Community Partnership grant award of \$74,919.00. These funds are being utilized to...

- provide 8 teachers at Folkston Elementary and 7 teachers at Saint George Elementary Schools with Growing Readers training.
- provide support in planning and delivering “Caregiver Coaching” for families in early literacy practices for home.
- give students access to more text at home and in the classroom.
- initiate self-reflection of instructional practices for teachers after they video and review their lessons using the work of Dr. James Knight. The goals are to...
 - engage instructional leaders in using improved coaching strategies to support teacher learning,
 - impact student learning,
 - creating engaging partnership among teachers by sharing the videos of best practices,
 - allow teachers opportunities to participate in peer observations,
 - grow the exceptional work that is happening in our schools.

The self-reflection video practice is currently in the planning stages. We plan to roll out this initiative in three phases: Phase 1: Engaging Leaders, Phase 2: Engaging Educators, Phase 3: Engaging Instructional



Support Staff. This preparation of instructional leaders will be a critical part of the “Behind the Class” Community Partnership project and will begin in March of 2020. The other phases of implementation will follow through SY2020-2021. The self-reflection video practice will help educators focus on the positive evidence-based aspects of instructional delivery. We anticipate this practice having a convincing impact on instructional practice. The funds from L4GA could help us expand this process to impact more educators in the school system. Dr. Knight’s work can be found and followed at:

www.radicallearners.com, jimknightoncoaching.squarespace.com, twitter.com/jimknight99.

In addition, eight Folkston Elementary K-3 teachers previously participated in GOSA’s Growing Readers program from 2017 to present. During 2016, Charlton County School System (CCSS) was awarded the Striving Readers Grant of approximately \$1.1 million dollars to fund literacy initiatives. While the school system has worked hard to provide students with quality literacy experiences and instruction we are still struggling to meet the academic and literacy needs of all children. Our goal is to create a vertical alignment of all stake holders to impact literacy experiences for children beginning at birth and continuing through 12th grade. Making this a priority is critical as our poverty level and rural location creates challenges when attempting to close literacy gaps. Creating close partnerships with community leaders in addition to creating a vertical alignment of all educators is critical to our success. We have established partnerships to attempt to meet the needs of all Charlton County Children. CCSS has current active partnerships with Ferst Readers serving Birth to age 5 children, Early Head Start serving 6 months to 3 years, Regular Head Start serving 3 to 5 years, and in the public school setting Pre-K through 12th grade students. These partnerships are focused on meeting and addressing the early literacy skills of Charlton County children.

Charlton County School System is in rural Southeast Georgia that consist of three Title I schools: 1 elementary (Pre-K-3); another elementary (Pre-K-6); and a middle school (4-8). According to the United States Census Bureau, the 2018 population was estimated at 12,968. Charlton County’s per capita income was \$19,341, and the median household income was \$40,283. The demographic make- up of Charlton County is 29.3% African American, 65.4% Caucasian, 4.7% Hispanic, and a small percentage of other. According to the College and Career Ready Performance Index, 67.5% of our student population is economically disadvantaged. This poverty rating is also reflected in our population of students who qualify for free or reduced lunch which is more than 70% in three of our four schools. We believe the high school percentage is lower, because we struggle with collecting all the high school applications. Students at that age are embarrassed about filling out and turning in the forms. However, the district serves approximately 1,700 students with 100% of students eating breakfast and lunch at **No Charge** based on the county’s Provision 2 meals qualification.



The previous Striving Readers Award provided Charlton County educators with the opportunity to purchase and implement new instructional curriculum, participate in extensive professional learning, and develop and deliver new instructional practices. Some successes and identified needs from these efforts are reflected in the chart on the next page. These data show an increase of 20% or more in 6 out of 14 areas. There was an increase in the percentage of students scoring Developing Learner and above as well as Proficient Learner and above in many areas from 2016 to 2019. However, our data reflect only 45% of FES 3rd grade, 41% of SGES 3rd grade, 37% of BMS 5th grade, 52% of SGES 5th grade, 34% of BMS 8th grade, 55% of CCHS 9th grade, and 21% of CCHS 11th grade students are scoring in the Proficient Learner and above category in ELA. In addition, there is a consistent decrease in the percentage of students scoring Proficient Learner and above in 8th grade ELA every year from 2016 to 2019. Furthermore, the percentage of 11th graders scoring Developing Learner and above decreased drastically in three out of 4 years from 2016-2019. In the same grade, the percentage of students scoring Proficient Learner and above decreased drastically every year from 2016 to 2019 with only 21% scoring in the Proficient Learner and above range in 2019. While we have seen some improvements in instructional practices and our data, these data do not reflect the performance level we expect Charlton County students to be achieving.

51. Climate Ratings and Literacy/ELA Outcomes

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

	2015	2016	2017	2018	2019
FES Climate Rating	3	4	4	5	5
SGES Climate Rating	3	4	4	4	4
BMS Climate Rating	3	4	4	4	4
CCHS Climate Rating	3	4	3	4	5

Charlton County Feeder System Student Literacy EOG and EOC ELA Outcomes

Grade	2016	2017	2018	2019
3 rd FES ELA Developing Learner and Above	58%	71%	62%	80%
3 rd FES ELA Proficient Learner and Above	23%	28%	24%	45%
3 rd SGES ELA Developing Learner and Above	60%	81%	85%	82%
3 rd SGES ELA Proficient Learner and Above	20%	42%	35%	41%
5 th BMS ELA Developing Learner and Above	68%	75%	72%	83%
5 th BMS ELA Proficient Learner and Above	27%	38%	34%	37%
5 th SGES ELA Developing Learner and Above	65%	88%	80%	79%
5 th SGES ELA Proficient Learner and Above	30%	18%	30%	52%
8 th BMS ELA Developing Learner and Above	73%	83%	86%	82%
8 th BMS ELA Proficient Learner and Above	42%	34%	40%	34%
9 th CCHS Lit. Developing Learner and Above	74%	80%	84%	94%
9 th CCHS Lit. Proficient Learner and Above	46%	37%	43%	55%
11 th CCHS Am. Lit. Developing Learner and Above	74%	58%	72%	59%
11 th CCHS Am. Lit. Proficient Learner and Above	41%	9%	24%	21%



“A learner’s literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities or reading, writing, listening, and speaking.” (B-12 Why, p. 31) Proficiency in these literacy skills is essential for students to be college and career ready. We still have a very high need for improvement in helping students achieve proficiency standards to improve their literacy skills in all areas, most specifically in 8th grade ELA and 11th grade American Literature. These data indicate a lack of proficiency in literacy skills and college and career readiness for a very high percentage of our student population. Charlton County educators are eager to attend to improving instructional practices to address the urgent literacy needs of our students.

While the Journeys curriculum has helped teachers deliver better Tier 1 instruction, we feel it is time to address the “Achilles Heals” of the curriculum. Charlton County’s K-5/6 teachers realize the read aloud component of Journeys does not provide students with robust learning opportunities that promote quality vocabulary acquisition and knowledge building skills. We need to address this weakness in our curriculum by implementing superior evidence-based read aloud lessons that will increase and expand students working vocabulary knowledge and comprehension. In addition, some of our teachers continue to struggle with utilizing student data to make informed decisions about needed interventions for content mastery especially in the area of foundational skills. We have a dire need for additional evidence-based resources for providing quality read aloud and foundational skills instruction. We also have a critical need for continued professional learning in both these areas to support teachers in digging deep into the needs of our students who are struggling to achieve proficiency in reading.

Clearly, we are up for the challenges that lie ahead. We believe the improvements in our data are an indication of our willingness to work diligently meeting the literacy needs of all our students. They also reflect a tremendous need to continue progressing toward helping all Charlton County students achieve proficient learner and above goals in literacy as measured by the EOG and EOC assessments but most importantly preparing all students to be college and career ready.

In addition, improving the overall school climate is essential in improving literacy in our schools. All Charlton County schools have made essential improvements in this area since 2015. The implementation of PBIS (Positive Behavior Intervention Supports) during the 2016- 2017 school year has greatly enhanced the overall school climate in every school. It has also helped to establish more positive in class experiences for students. This type of atmosphere is more conducive to learning. For the purpose of ongoing improvement efforts, we plan to partner with Okefenokee RESA and Coastal Pines Community College to continue ongoing professional development (PD) on early literacy, evidenced-based



instructional practices, data analysis, planning and implementing differentiated interventions, and cross-curricular literacy based best practices. These trainings will be planned, developed and delivered to emphasize improved literacy instruction in all areas.

S1. Engagement Plans

Charlton County School district/school personnel work diligently to establish, support, and maintain quality relationships uniting parents or caregivers/families, early childcare/education providers, community-organization representatives, and P-20 partners. The district aims to work in collaboration with all community support systems to set and refine goals and schedule PD to address areas of weakness in literacy, based upon the most current data. These stakeholders will be encouraged to participate in all facets of the literacy initiatives. All community contributors will be invited to meetings and PD learning opportunities. Literacy resources will be offered to all community caregivers and partnerships in order to provide quality literacy experiences and access for as many children as possible. The early learning literacy initiatives, resources, and coaching will be widely promoted and circulated throughout the community through various methods (print, digital, phone, etc.). Charlton County School District will make viable use of the system's new App, "Charlton App" by Apptegy. This App offers school personnel easy access to multiple social media platforms that will assist in the dissemination of literacy based learning opportunities and information for all stakeholders including caregivers, families, and educators.

Engagement Plan Initiatives

BB1: Community Coalition of Partnerships / Literacy Team Commitments

- Plan District Literacy Team meeting calendar; District Literacy Team will meet once a month.
- School district personnel will maintain open lines of communication among all community partnerships to ensure collaborative efforts in promoting community wide literacy initiatives are successful.
- Promote school level and community level literacy awareness initiatives to involve all partnerships periodically throughout the year.
- Expand outreach to families to provide early learning resources for families in their homes and in strategic locations in the community.
- Expand outreach to include educating families about supplemental services like "Babies Can't Wait" and "Conversations Count" (How, p. 3).
- Develop literacy specific "Caregiver Coaching" for families through school based programs



that draw high numbers of parent participation (B-5 What, p. 6; B-5 How, p. 6).

- Maintain communication and involvement with local agencies and leaders in the community to promote literacy goals and initiatives. Dr. Felicia Sauls, K-3 Curriculum Instruction Coordinator and Jeanne Crews, MTSS Coordinator attend the Family Connections meetings and act as liaisons for literacy initiatives to benefit Charlton County children.
- Enlist support from community leaders and partner with local agencies and leaders to promote literacy and to connect families to community assets. (B-5 What, p. 6; B-5 How, p. 7; K-12 What, p. 7; How, p. 28) Dr. Felicia Sauls is also an active member of Ferst Readers (CAT) of Charlton. She, Mandy Jackson (Ferst Readers Team Leader), and Michelle Maddox (Ferst Readers Mentor) work together closely to strategically educate families in the community about early literacy and how to register children Birth to age 5 for Ferst Readers to receive free books mailed to their homes monthly.
- Maintain communication and involvement with local agencies and leaders in the community to promote literacy goals and initiatives. Dr. Felicia Sauls, K-3 Curriculum Instruction Coordinator and Ferst Readers Leader, Mandy Jackson meet quarterly with Michelle Maddox, Ferst Readers Mentor to plan initiatives for fund raising to provide birth to age 5 children of Charlton County children with free books to be mailed to their homes monthly.
- Utilize Social Media through the use of the “Charlton App” by Apptegy and the system website to communicate and promote literacy goals and learning opportunities throughout the community. (K-12, What, p. 7)

We would share things like...

- “Get Georgia Reading,”
- information on programs like “Babies Can’t Wait,
- literacy based coaching videos from resources like “Conversations Count.”
- Address the needs of the “Whole Child” by providing transportation and childcare, so parents and families can attend literacy events, and help people connect with organizations like “Charlton Cares” to increase access to resources and obtain the basic necessities of life.
- “Charlton Cares” coordinator Barbie Dinkins is establishing partnerships with the school counselors, nurses, and building administrators to offer support to needy children and families.



Birth to Five

- Promote early literacy awareness for Birth to age five children at local pre-schools, activities designed for early literacy at the local public library, at the health department, and in local businesses around the community)
- Enhance the current partnerships with Early Head Start and Regular Head Start to include their leaders in CCSS early literacy professional learning in a “Train the Trainer” model as well as provide onsite training and coaching for teachers.
- Community partner “Family Connections of Charlton County” meets regularly with other stakeholders and engages in literacy promoting initiatives like “Book Boxes”. These are boxes filled with books that are strategically placed in businesses throughout the community to increase family access to literature.
- Families of small children receive children’s books and reading materials in their homes as a result of community efforts through **Ferst Readers of Charlton** (B-5 What, p.6)

Utilizing Data

- Sustain and expand the current plan for data collection and analysis, and develop a deeper understanding of student data and how to use it to inform instruction.
- Create a plan for including community level data and participation from the community to include childcare providers, private pre-school providers, and the P-20 collaboration partners.
- Based on current data, develop, plan, and implement quality literacy based learning activities for Charlton County educators as well as community education care providers and other stakeholders.
- Analyze data and identify research-based guidelines, strategies, and resources to address literacy goals and initiatives (B-5 What, p. 5; B-5, How, p. 9; K-12 What, p.5; B-12, How, pp. 36)
- Improve the analysis of student data and teachers’ instructional delivery data among teacher, literacy, and leadership teams to develop and adjust instructional plans consistently (B-12 How, p.36)

Professional Development

- Provide SLDS training for Test Pad for all K-12 staff.
- Provide Balanced Literacy Training for the appropriate grade levels.
- Provide “Growing Readers Training” for grades K-3.
- Plan PL for all partnerships including early childcare, so they can assist in providing early



literacy training for families and caregivers. (B-5 What, p. 13; B-5 How, p.16)

- Share training on GELDS and early literacy skills (Phonological Awareness) with early childcare providers and include Pre-K teachers. (B-5 What, p. 9)
- With support from Dr. Delia Garret, we will create a plan for implementing vertical PL opportunities for early childcare providers, Pre-K, and kindergarten teachers to include Train the Trainer Model for Head Start and in class coaching (B-5 What, 9; How, pp. 10-12; K-12 What, p. 13; K-12 How, p. 42)
 - Plan professional learning opportunities for researched evidence-based instructional strategies for oral language development and early literacy skills for Pre-K staff and early childcare providers for providing interventions (B-5 What, pp. 7-8; How, p. 13)
- Sustain and expand the current practice of conducting Collaborative Planning meetings to focus on data driven decision making, sharing and selecting evidence-based interventions and include vertical meetings between grades as well. These meetings are opportunities for educators to analyze data, share evidence-based strategies, study standards, plan interventions lessons, examine student work, and reflect on instructional practices. (B-5 What, p. 9)
- Implement the practice of conducting peer observations to grow the best practices that are happening in each school building.
- With the support of Dr. Pam Jackson, all building administrators and some district level administrators will participate in “Calibrating TKES Training”.
- Along with Dr. Jackson some district and all building level administrators will participate in team Walk-Throughs as part of the “Calibrating TKES Training”.
- Administrators participate in literacy training to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards. (B-5 What, p. 9)
- Continue to provide training for administrators, faculty, and support staff in administering, analyzing and interpreting data to inform literacy specific interventions and redelivery of instruction. (K-12 What, p. 13)
- Teachers and school leaders will participate in differentiation training focused on selecting and providing evidence-based interventions.
- Identify leaders within the school district and community with strong foundations in early



literacy to act as mentors to early childcare providers and model early literacy instructional practices (B-5 What, p. 9; B-5 How, p. 16)

- Provide training on the “Whole Child Approach” to education (May include Mindset Training).
- Provide training days for teachers to participate in content specific writing PL and Collaborative Planning efforts for the purpose of developing writing prompts, collecting grade specific state writing rubrics, and creating an instructional plan for how those rubrics will be used for teaching, student learning, and the evaluation of student writing in all content areas.
- Provide PL and Collaborative Planning days for teachers to participate in benchmark planning and/or development.
- Provide PL for integrating technology into instructional practices.

P-20 Partnerships

- Utilize P-20 partnership to ensure alignment and communication of literacy initiatives in order to better prepare teachers entering the classroom. We currently have a strong partnership with Okefenokee Regional Educational Services Agency (OKRESA), and Coastal Pines Technical College. OKRESA supports our district by providing professional learning. Coastal Pines Technical College supports our high school students by providing access to courses students would not access to in the regular high school setting.
- We would like to work toward expanding our current P-20 partnership with Coastal Pines Technical College to help us identify, mentor, and develop future educators who are currently attending Charlton County High School who may be interested in education as a profession.
- Creating mentorships between the students and the teachers they assist will help to grow future educators in our local community. The goal is to impact student volunteer learning at the elementary level by preparing teachers with supporting these students’ before they enter their classrooms for their volunteer experiences. We would also like to offer preliminary literacy training to support students before entering the classroom. The preliminary training will include...
 - developing an understanding of early literacy skills,
 - learning evidence-based literacy games and strategies for intervention,
 - and strategies to support instruction in our local elementary classrooms.

This addition to our current practices could be expanded and strengthened with the support of L4GA.



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Charlton County School District: Partnership Management Plan and Key Personnel



S2. LEA Support; Key Personnel Involved in Grant; Community Literacy Task Force

L4GA Grant implementation will be managed through Charlton County Schools' central office. Dr. Felicia Sauls, K-3 Curriculum and Instruction Coordinator, will work with the Charlton County District Literacy Team to implement the grant. The key personnel involved in the implementation are listed in the chart below.

Grant Implementation Team / Key Personnel

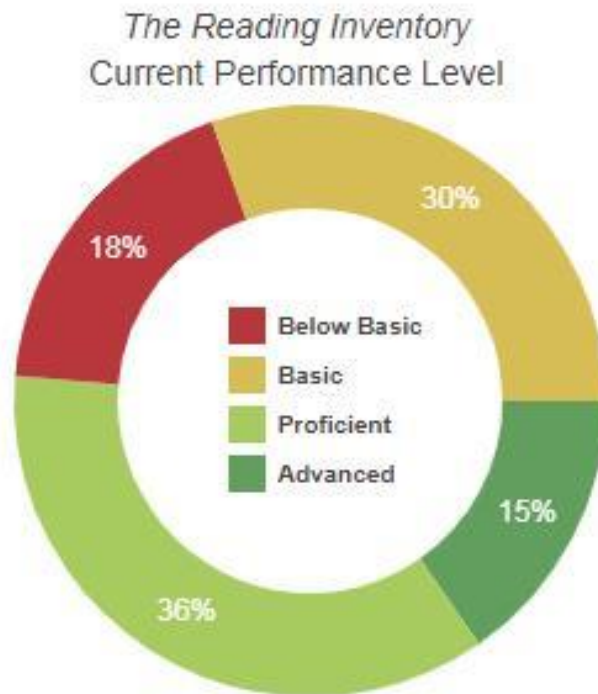
Superintendent Dr. John Lairsey (jlairsev@charlton.k12.ga.us)
K-3 Curriculum and Instruction Coordinator (Grant Administrator) Dr. Felicia Sauls (feliciasauls@charlton.k12.ga.us)
Director of Exceptional Programs, Pre-K, & PBIS Dr. Sherlonda Green (sgreen@charlton.k12.ga.us)
Special Education & Gifted Coordinator Matt Wainright (mwainright@charlton.k12.ga.us)
MTSS Coordinator Jeanne Crews (jcrews@charlton.k12.ga.us)
Financial Administrator Patsy Allen (pallen@charlton.k12.ga.us)
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CCHS Principal Danny McCoy (dannymccoy@charlton.k12.ga.us)
FES Principal Michael Walker (mwalker@charlton.k12.ga.us)
SGES Principal Dr. Drew Sauls (drewsauls@charlton.k12.ga.us)



S2. Comprehensive Needs Assessment (CNA) Alignment

According to our 2019-2020 CNA, decreasing the number of students in the lower ELA performance levels and increasing the number of students in proficient and distinguished ELA performance levels is a priority. Before 2019 GMAS data rolled out, the achievement data indicate that CCSS GMAS scores* are comparable to the state averages. Although we have similar GMAS data to the state, CCSS is well below the OKRESA average achievement. Our students demonstrate growth in literacy skills as measured by DIBELS and RI; however, we still have too many students reading at a below basic level. Lexile scores based on the Reading Inventory show that 85% of our students are at a Basic reading level or higher. The most current data reflects a slight dip to 81% of students reading at a Basic or higher reading level. Those numbers can be misleading. Our goal is for Charlton County students to be reading in the proficient or advanced range. Currently, only 51% of our 2nd through 12th grade student population are reading proficient or higher. This is alarming. We are discouraged about the current reading level of our students. However, we are extremely hopeful to be awarded the L4GA funds as we continue to be eager to improve our Tier 1 instructional practices, become more proficient with studying and using data to make informed decisions for intervention, and we realize teachers need continued professional learning to address efficiently teaching foundational skills and how to intervene when students do not learn after Tier 1 instruction.

Charlton County Schools most current 3rd through 12th grade RI Performance Level Data



Charlton County School District: Partnership Management Plan and Key Personnel



In addition, benchmark assessments remain inconsistently administered from grade-level to grade-level and school to school. Those assessment schedules have been created by the district and building administrators to ensure consistency in administration. Protocols are also in place for reviewing the data, and specific time in the instructional plan is identified for redelivery of content based on the data review. However, teachers are still struggling with using data to inform this instruction. Many teachers continue to struggle with the concept of using a data driven approach to providing students with meaningful interventions specific to their academic needs.

The important trends and patterns that support the identification of students' needs include...

- K-12 literacy Tier 1, Tier 2, and Tier 3 processes are emerging but need continued support.
- inconsistent delivery of interventions during the instructional day.
- weak capacity and protocols for delivering interventions.
- weak capacity for understanding the skills that need to be mastered prior to grade specific skills.

The important trends and patterns that support the identification of teacher needs include...

- inconsistent delivery of Formative Instructional Practices and implementation of interventions.
- Tier I instructional protocols and evidence-based strategies are still not fully operational.
- Professional Learning Communities (PLCs) are established in some locations but not fully operational.
- Collaborative Planning is established in some schools but not fully operational.

The practice of using PLCs for consistent ongoing professional learning continues to be a struggle. In addition, the practice of Collaborative Planning has been misused for years and is just beginning to shift in the proper direction. Collaborative Planning is consistently and currently being implemented at Folkston Elementary School. However, there needs to be a stronger focus on data informing teaching and learning for continued improvement. There is also a need to expand the use of PLCs, Peer Observation Protocol, and Collaborative Planning in the other schools in Charlton County.

Charlton County School District: Partnership Management Plan and Key Personnel



S2. Grant Management

Upon the receipt of the L4GA Grant award, district/school level leadership and the District Literacy Team will monitor and support all the grant initiatives as well as the implementation of the schools' Literacy Plans. Protocols for collaboration are in place to ensure involvement of all grant recipients. This involvement will include; budget development, evaluation plans, professional development, and the overall implementation of the grant. Timely assessments of the initiative implementation and progress toward achieving the grant goals and objectives will be administered often.

All administration will work with the District Literacy Team and community partnership providers to identify literacy needs. Dr. Sauls will coordinate the team and collaborate with Dr. Green, Mr. Wainright, Mrs. Patsy Allen the Financial Administrator and Mr. Giles Jackson the Technology Director to create a budget, make purchases, and plan and deliver needed professional development. The implementation of the grant initiative will be monitored through surveys, documented peer observations and focus walks, TKES walkthroughs, and formal observations. Observation data will be utilized to plan and implement professional learning plans where needed.

The Director of Finance, Mrs. Patsy Allen, will oversee requests and allocation of grant funds, purchasing resources, and auditing the grant. She is an exceptional asset to this initiative as she has received an Award of Distinction for Excellent Financial Reporting. The award was presented by Michael Haire, from the Georgia Department of Audits and Accounts. Mrs. Allen has been honored with this award four times consecutively. The management of grant funds will be managed by Dr. Felicia Sauls and confirmed and processed by Mrs. Patsy Allen. The PD Coordinator will also work closely with the Federal Programs Director Dr. Sherilonda Green and the Financial Administrator, Mrs. Patsy Allen to advise on federal programs regulations and to coordinate grant-funded PD to ensure alignment of grant initiatives with the GSE (Georgia Standards of Excellence). The Special Education and Gifted Coordinator Matt Wainright will advise on the needs of the gifted and special education students and their teachers. All technological needs will be identified and addressed in partnership with Giles Jackson, the Director of Technology and district and school leadership. School leadership will collaborate with Dr. Sauls to create school level budgets for their established needs. All district and school personnel will be privy to their roles in the grant implementation and will be accountable for their respective responsibilities and will work diligently to confirm there is no commingling of funds.

Charlton County School District: Partnership Management Plan and Key Personnel



S2. The following chart identifies L4GA grant implementation roles/tasks.

Departments	Financial	Curriculum/ Professional Learning & Federal Programs	Technology	Exceptional Students	Literacy Leadership Teams and/or Administrators
Tasks	Request & disperse grant funds Assist with creating a budget Issue purchase orders Authorize payments Maintain financial records Audit grant	Confirm the alignment of L4GA, GSE, and district goals Assist with creating a budget Coordinate other federal program budgets to support Literacy Plans Coordinate MTSS in accordance with the applicable parts of the grant Monitor the implementation and effectiveness of the system L4GA Plan & School Literacy Plans Coordinate, plan, & evaluate PD and submit purchase orders for L4GA Grant purchases implementation	Recommend technology based on school needs Assist with creating a budget Confirm the inventory of current technology Confirm the inventory of technology purchased with grant funds Install, maintain, train on new hardware and software	Determine literacy needs of gifted students and teachers Determine needs of special needs students and teachers Align with school/district initiatives Assist with creating a budget Monitor & evaluate the implementation of L4GA initiatives	Identify needs Create budgets Implement initiatives Coordinate goals of literacy teams Coordinate goals of the performance plans with SIP and district goals/ & objectives Administrators: monitor... implementation of initiatives through observations and data analysis

Charlton County School District: Partnership Management Plan and Key Personnel



S2. Capacity to Administer Grants

Charlton County School System is a financially sound rural school district. Past and current superintendents have been extremely frugal and have maintained very conservative budgets. In addition, we have received several grants to support funding. Internal controls remain in place to maintain the systems current financial status and ensure that no indiscretions occur. The Director of Finance, Mrs. Patsy Allen, will oversee requests and allocation of grant funds, purchasing resources, and auditing the grant. She is an exceptional asset to this initiative as she has received an Award of Distinction for Excellent Financial Reporting four consecutive times. Listed below are previous grants received since FY16.

FISCAL YEAR	GRANT	AMOUNT
Annual Funding	Title I-A School Improvement	Approximately \$650,000 annually
	Title II-A Improving Teacher Quality	Approximately \$80,000 annually
	Title VI-A Student Supported Academic Enrichment	Approximately \$50,000 annually
	Title VI-B Rural and Low Income	Approximately \$30,000 annually
	Pre-school Disability Services	Approximately \$35,000 annually
	Special Education VI-B Flow Through	Approximately \$400,000 annually
	Special Education Pre-school Regular Project	Approximately \$40,000 annually
Estimated Total		Approximately \$700,000.00 annually
	Awarded Grants	
2016-2021	Striving Readers	Approximately 1.1 million
2019	GOSA Community Partnership Grant	\$74,919.00

Charlton County School District: Resources, Strategies and Materials

S7. Literacy Plan Implementation Support

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

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

(Activities Italicized)

Need for school administration, faculty and staff, students, families and community members to have a common vision for creating literacy rich environments for Charlton County children everywhere
<ul style="list-style-type: none">• <i>District & School Literacy Teams Communicate Frequently to work together to provide Parent Engagement Events, Participate in Community Partnership Events and Initiatives</i>• <i>Add Community Representatives to the District Literacy Team membership</i>• <i>Include Head Start & Families, private Pre-K and early childcare providers in parent engagement and community partnership activities</i>• <i>Support Charlton County Family Connections with the “Book Boxes” Effort to put books and technology in local businesses to provide families with access to text</i>• <i>Continue Partnership with First Readers of Charlton to get more books into families’ homes</i>• <i>Enlist input from community stakeholders during School and District Literacy Leadership Team Meetings</i>• <i>All teachers Head Start to Pre-K to K through 12th grade in all content areas actively engage in ways to enhance literacy instruction</i>
Need for a vertical alignment of literacy instruction from early learning care providers, Head Start to 12th grade that focuses on quality curriculum
<ul style="list-style-type: none">• <i>Digital/print Fountas & Pinnell Leveled text</i>• <i>Digital/print content-area texts on various Fountas & Pinnel Levels and Lexie levels that are aligned to content specific curriculum</i>• <i>Texts intended to focus on student interests, cultural diversity for the classrooms and the media centers (Why, p. 60)</i>• <i>Interactive boards for replacements of failing boards</i>• <i>Actively monitor GSE scope/sequence, curriculum maps, benchmarks, rigor and maintaining High Expectations</i>• <i>Assesslets developed by University of Georgia for writing benchmarks</i>• <i>Professional Learning for implementing the use of GMAS writing rubrics</i>• <i>Professional books for study to effectively implement PLCs</i>• <i>Professional books for study to effectively implement Collaborative Planning</i>• <i>Research-based materials for explicit reading/writing instruction across the curriculum</i>• <i>Purchase/distribute early literacy resources (books, technology, instructional materials, informational resources on literacy software licenses, etc.)</i>

Charlton County School District: Resources, Strategies and Materials

Need for refining and in some case redeveloping a balanced assessment system for formative and summative assessments. These practices should ensure effective remediation and enrichment to support differentiation.

- *Participate in professional learning to improve differentiated instruction to impact interventions and redelivery of Tier 1 instruction*
- *PL – consultant fees; travel (conferences); stipends; release time (subs); materials for literacy instruction in content areas, writing, and ELA classrooms*
- *Participate in vertically and horizontally curriculum planning to align writing plans consistent with GELDS for Pre-K & GSE K-12*
- *Expand access to print and digital texts*
- *Create a daily writing routine for every grade*
- *Increase use of constructed/extended response in content-area instruction*
- *Find a keyboarding curriculum to be implemented beginning in 2nd grade*
- *Use technology for cross-curricular writing production/publishing*
- *Deliver PL for all partnerships:*
 - *birth to five early literacy skills development using resources like “Conversations Count”*
 - *Interactive Read Aloud Lessons to improve vocabulary acquisition, comprehension, and writing*
 - *Engaging uses of technology*

Charlton County School District: Resources, Strategies and Materials

Alignment Plan for L4GA

Resources, Strategies, & Materials	L4GA Grant will provide ...	Funding Sources
Curriculum Resources (like Journeys)	Books, digital & print Mentor Text for Interactive Read Aloud Professional Books for PLCs ELA Curriculum Programs/resources Resources for cross-curricular literacy integration (e.g. academic vocabulary, text structure, writing, complex text); Materials for improved Word Work Orton Gillingham Curriculum & Resources Resources for remediation/ acceleration; Novels (print text); Leveled classroom libraries; Early literacy resources/instructional materials for distribution to Head Start, early learning daycare providers, Private Pre-K and local businesses to support “Book Boxes” initiative. Examples of resources may include, but not be limited to: (books, puzzles, manipulatives, video/audio resources)	L4GA General Funds E-Rate Title I Title IIA Title VB
Intervention Resources	iRead System 44 Read 180 MobyMax Orton Gillingham Methodology In Class Leveled Libraries, for K-3 Growing Readers / Independent Reading, Balanced Literacy, in class leveled libraries for 4-12 th grade to implement Reading Conferences	
Literacy Assessments	Reading Inventory, DIBELS 8 th Edition, PALS, PPVT, iRead, diagnostic literacy assessments	
PL	Literacy specific, B-12 th grade – consultant fees, conference fees, substitutes, travel, stipends, professional books, training materials etc.	
Technology for Improved Engagement and Instruction	Wireless devices, interactive boards (to replace failing technology), instructional and intervention software programs; instructional apps & subscriptions (ex. Discovery Kids, Time for Kids, Ranger Rick etc.)	
B-12 th Grade Family & Community Engagement Events	Materials/resources for communication PL; early literacy flyers & advertisement resources Paper, ink, posters, banners, Newspaper articles, flyers, envelopes, stamps etc.	

Charlton County School District: Budget Summary



S9. L4GA Budget Planning

Charlton County Schools will implement the “**Loving Literacy & Learning for Life Initiative**” using L4GA funds to support: the purchase of instructional materials to support literacy instruction in all content areas, screening/diagnostic assessments, professional learning that will include but not be limited to Orton Gillingham Methodology, digital and print books, support the funding of family/community engagement, and purchase needed technology and replace failing technology. The Estimated budget in the chart below reflect percentages of the projected costs. Providing for all partnerships Birth to five as well as other stakeholders is critical to the success of this effort. L4GA will help us in continuing our efforts to close the achievement gap that continues to exist in Charlton County. Professional learning for all early learning care providers, Pre-K – 3rd grade and 4th through 12th grade will support the efforts of the school system to create vertically and horizontally aligned literacy initiatives in the county. Our current K-5 assessment practices have helped us make some instructional improvements. The MTSS plan for intervention and the Universal Screening Data Protocol was shared during the February 6, 2019 District Literacy Leadership Team meeting. All who attended, Pre-K through 12th grade agreed on the protocol for future use across the system. In addition, these leaders began the preliminary work on improving current formative and summative assessment practices. L4GA can help provide stipends for collaborative planning during the summer to improve benchmark practices, participate in professional learning, and provide resources for creating assessments. We have made some allotments for technological updates as many of our devices are failing. In addition, materials are needed for family/community outreach and parental engagement events. All of these initiatives are critical to the success of Charlton County students. Continued implementation is important for future students. Charlton County leaders will always remain committed to guaranteeing the success of this L4GA implementation will stretch far beyond this five year span. The programs and efforts will be sustained through seeking future grant opportunities, planning in advance for further implementation after L4GA funding with a continued focus on literacy improvement in all aspects of the community.

The L4GA grant expenditures will be closely monitored in order to ensure adequate planning for appropriate funding for the execution of the grant.

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

(5% of funding is allowed for grant administration)

Charlton County School District: Budget Summary



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

Category	Needs	Year 1 through Year 5
Professional Learning (literacy specific, B-12 th grade)	<ul style="list-style-type: none"> • Consultants • Substitutes • Travel • Stipends • Training materials (paper, toner, markers, notebooks, dividers, etc.) 	20%
Literacy Materials/ Instructional Resources (early literacy, content- area literacy, MTSS, etc.)	<ul style="list-style-type: none"> • Print/digital texts; books • Instructional materials • Apps • Videos • Games • Puzzles • Manipulatives • Consumables 	15%
Screening/Diagnostic Assessments	<ul style="list-style-type: none"> • Reading Inventory • DIBELS 8th Edition • PALS • PPVT • Diagnostic literacy assessments 	15%
Family/Community Engagement (early literacy, literacy awareness)	<ul style="list-style-type: none"> • Correspondence costs • Paper • Toner • Posters • Flyers/brochures • Transportation to PL/literacy events within community 	15%
Technology	<ul style="list-style-type: none"> • Wireless devices • Interactive boards • Projectors (replace outdated devices) <ul style="list-style-type: none"> • Software costs 	10%
Contractual	<ul style="list-style-type: none"> • Interventionist / Instructional Coach 	25%

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



February 3, 2020

Ms. Felicia Sauls
Charlton County High School
994 Indian Trail
Folkston, GA 31537

Dear Ms. Sauls:

This letter is to acknowledge the partnership between the Charlton County School System/Charlton County High School and Coastal Pines Technical College (CPTC). The Charlton County School System participates in Georgia's Dual Enrollment program to allow qualified high school student to maximize their education and career training by taking courses that earn college and high school credit at the same time.

Through the Dual Enrollment Program, students are advised by CPTC's Dual Enrollment Coordinators along with Charlton County High School Counselors regarding their participation in dual enrollment. Students receive assistance from CPTC High School Coordinators with the completion of participation forms, college admission, course registration, and course planning. Additionally, CPTC provides library and student support resources for further opportunity for success in the program.

Thank you for supporting Coastal Pines Technical College by allowing Dual Enrollment Programs to be offered at Charlton County High School. If you have questions, please feel free to contact me at (912)287.5851 or amorris@coastalpines.edu Thank you for your time.

Respectfully Submitted,

Amanda G. Morris
Vice President for Academic Affairs

January 22, 2020

Grady Allbritton
St George Church of God / Pastor
11912 Johnson St
Saint George, Georgia 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Grady Allbritton, Pastor of "**St George Church of God**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**St George Church of God**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**St George Church of God**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **St George Church of God** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Grady Allbritton
St George Church of God

January 22, 2020

Amanda McClendon
Conner's Amazing Acres
19856 Co Rd 121
Hilliard, FL 32046

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Amanda McClendon, with "**Conner's Amazing Acres**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**Conner's Amazing Acres**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**Conner's Amazing Acres**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **Conner's Amazing Acres** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Amanda McClendon
Conner's Amazing Acres

January 22, 2020

Joan Crews
First Baptist Church St George
1125 Cotton St
Saint George, Georgia 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Joan Crews, with "**First Baptist Church St George**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**First Baptist Church St George**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**First Baptist Church St George**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **First Baptist Church St George** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Joan Crews
First Baptist Church St George

January 15, 2020

Matt Rouse
Moniac Baptist Church / Pastor
10594 Highway 185
Saint George, Georgia 31562

Re: **Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Matt Rouse, Pastor of "Moniac Baptist Church". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "Moniac Baptist Church" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "Loving Literacy & Learning for Life" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "Moniac Baptist Church". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "Whole Child" from birth through twelfth grade. Moniac Baptist Church plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "Loving Literacy & Learning for Life" initiative.

Thank you for your time and consideration.

Sincerely,



Matt Rouse
Moniac Baptist Church

January 22, 2020

John Canaday
Canaday's Grocery
13048 Florida Ave
St George, GA 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is John Canaday, with "**Canaday's Grocery**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**Canaday's Grocery**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

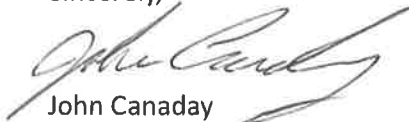
I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**Canaday's Grocery**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **Canaday's Grocery** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,


John Canaday
Canaday's Grocery

January 22, 2020

Jennifer Timmon
Southern Blend Company
12995 Florida Ave Ste B
Saint George, Georgia 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Jennifer Timmon, with "**Southern Blend Company**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**Southern Blend Company**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**Southern Blend Company**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **Southern Blend Company** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Jennifer Timmon

Southern Blend Company

January 22, 2020

James Conner
New Life Baptist Church / Pastor
1058 Wheeler St
Saint George, Georgia 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is James Conner, Pastor of "**New Life Baptist Church**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**New Life Baptist Church**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**New Life Baptist Church**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **New Life Baptist Church** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'James Conner', written in a cursive style.

James Conner
New Life Baptist Church

January 22, 2020

Grady Allbritton
St George Church of God / Pastor
11912 Johnson St
Saint George, Georgia 31562

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Grady Allbritton, Pastor of "**St George Church of God**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**St George Church of God**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

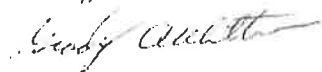
I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**St George Church of God**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **St George Church of God** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Grady Allbritton
St George Church of God

Charlton County Board of Education

Board Members:
Dr. Matthew P. Sands
Mrs. Lucille Hannans
Mr. Pender Lloyd
Mr. Curtis Nixon
Mr. John Canaday

37 Touchdown Lane
Folkston, GA 31537
(912) 496-2596
Fax: (912) 496-2595
Exceptional Programs Fax: (912) 496-3019

Superintendent
Dr. John D. Lairsey

February 7, 2020

Dr. Sherilonda Green
Director of Exceptional Programs
37 Touchdown Lane
Folkston, Georgia 31537

Re: Statement of Commitment to Support Charlton County School District's initiative for the L4GA Grant: "Students, Teachers, and Families Loving Literacy and Learning for Life."

To Whom It May Concern:

I am Dr. Sherilonda Green, Director of Exceptional Programs for the Charlton County School System. I am writing to state my commitment to supporting the L4GA Grant initiative, "**Students, Teachers, and Families Loving Literacy and Learning for Life.**" This plan has been developed to unite partnerships in an effort to create a caring literacy rich community for the children of Charlton County. It is my belief that this project will help the children improve the academic achievement of Charlton County's children. Focusing on literacy impacts all content areas and helps to teach important life skills as well.

As the Director of Exceptional Programs, I am committed to working with Dr. Felicia Sauls and other community partners to help improve the literacy skills of the students of the Charlton County School System. I believe L4GA will help us maintain our current progress, but also help us identify areas that need continued improvement. I look forward to seeing this project implemented as it will expand community partnerships, encourage literacy growth, and support families and care givers in creating literacy rich environments for their children.

Thank you for your time.

Sincerely,



Dr. Sherilonda Green
Director of Exceptional Programs

Charlton County Board of Education

Board Members:
Dr. Matthew P. Sands
Mrs. Lucille Hannans
Mr. Pender Lloyd
Mr. Curtis Nixon
Mr. John Canaday

37 Touchdown Lane
Folkston, GA 31537
(912) 496-2596
Fax: (912) 496-2595
Exceptional Programs Fax: (912) 496-3019

Superintendent
Dr. John D. Lairsey

February 7, 2020

Jeanne Crew
Multitiered Systems of Support (MTSS) Coordinator, Charlton County
37 Touchdown Lane
Folkston, Georgia 31537

Re: Statement of Commitment to Support Charlton County School District's initiative for the L4GA Grant: "Students, Teachers, and Families Loving Literacy and Learning for Life."

To Whom It May Concern:

My name is Jeanne Crews. I am the MTSS Coordinator for Charlton County School System. I am writing to confirm my commitment to supporting the L4GA Grant proposal, "**Students, Teachers, and Families Loving Literacy and Learning for Life.**" This project will expand current community partnerships and unite all stakeholders. The priority is to positively impact the literacy achievement of Charlton County's children. The focus groups for this project are divided into four categories: birth to 3, Pre-K through 5th grade, 6th through 8th grade, and 9th through 12th grade.

As the MTSS Coordinator for Charlton County School System, I will continue to work closely with Dr. Felicia Sauls, Family Connection, and all the schools in the system to support the efforts of this initiative. It is my feeling that this initiative will strengthen the current MTSS process. I believe L4GA could help Charlton County continue to move forward with current improvement efforts by expanding to include more PL on data based decision making practices, selecting evidence-based interventions and strategies that will address students' individual needs for acceleration or intervention.

I am looking forward to working collaboratively with all stakeholders to ensure our goals are aligned with the goals of the grant proposal. This commitment to improving literacy will have an impact that reaches far beyond our students' time in school! I look forward to seeing this project implemented as it will expand community partnerships, encourage literacy growth, and support families and care givers in creating literacy rich environments for the children they love.

Thank you for your time and attention.

Sincerely,



Jeanne Crews, System Psychologist
jcrews@charlton.k12.ga.us

Charlton County Board of Education

Board Members:
Dr. Matthew P. Sands
Mrs. Lucille Hannans
Mr. Pender Lloyd
Mr. Curtis Nixon
Mr. John Canaday

37 Touchdown Lane
Folkston, GA 31537
(912) 496-2596
Fax: (912) 496-2595

Superintendent
Dr. John D. Lairsey

February 7, 2020

Re: Statement of Commitment to Support Charlton County School District's initiative for the L4GA Grant "Students and Teachers Loving Literacy and Learning for Life."

To Whom It May Concern:

I, Dr. John Lairsey, superintendent of Charlton County School System, am writing to express my enthusiastic support of the Charlton County School District L4GA Grant proposal, "**Students and Teachers Loving Literacy and Learning for Life.**" This project is designed to unite all stakeholders in an effort to positively impact the literacy achievement of Charlton County's children birth through twelfth grade population.

As superintendent of Charlton County School System, I support the efforts of this initiative and acknowledge that our educators will participate in professional learning specific to the literacy needs of the district. It is my hope that the endeavors provided through this grant will continue our work in addressing the literacy issues for students during their time in Charlton County Schools. I am also extremely encouraged by partnerships established by this initiative as well as the idea of including early learning centers like Head Start in our plans for improved literacy achievement in our community.

I will support everyone mentioned in the proposal as we work collaboratively with all stakeholders to ensure our goals are aligned with the goals of the grant proposal. I believe this commitment will significantly improve the efforts of this school system to increase the academic performance of our Pre-K through twelfth grade students. I look forward to seeing this project implemented as it is an exceptional plan for community partnership, growth, and literacy focused learning with a "Two Generational Approach" in mind.

Thank you for your time and consideration.

Sincerely,



John D. Lairsey, Ed.D
Superintendent

Charlton County Head Start - Folkston GA Child Care Learning Center

Program Coordinator

244 Mary M Bethune Dr,
Folkston, GA 31537
(912) 496-3041

Re: Statement of Commitment to Support Charlton County School District's initiative "L4GA Grant Proposal: Students & Teachers Loving Literacy & Learning for Life."

To Whom It May Concern:

My name is Dorothy Reed, Program Coordinator for "Charlton County Head Start of Folkston, Georgia. The goal of Charlton County's 2019-2020 L4GA initiative is to "strengthen the vertical alignment of the educational services we offer children in the community. This project has aligned strategic community partnerships to address the early learning needs of Charlton County children.

We at Head Start are eager to join this partnership with Charlton County School District and the community partnerships. We would like to participate in early literacy skills professional learning. In addition, we would like to share the information we learn about early literacy with families, so they can also join in the efforts to improve our students' literacy achievement.

We at Head Start are passionate about working to address the growing problem in our county of children from low-income families entering kindergarten without basic early literacy skills. This is a preventable problem, and we are committed to educating caregivers about simple things that can be done to create a literacy rich environment for their children..

We believe the "**L4GA Grant Proposal: Students & Teachers Loving Literacy & Learning for Life**" initiative is designed to teach everyone involved in the lives of children about things they can do to promote literacy. This project aligns nicely with the goals of "**Head Start of Charlton County**". I believe there is power in uniting community stakeholders in an effort to positively impact the literacy achievement of Charlton County's children and families.

Thank you for your time and consideration.

Sincerely,


Head Start Coordinator

January 15, 2020

Mandy Jackson
Charlton Retired Educators Association: President
353 Country Club Road
Folkston, Georgia 31537

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Initiative.**

To Whom It May Concern:

My name is Mandy Jackson. I am the president of the "**Charlton Retired Educators Association.**" One of our goals as an organization is to provide support for our schools and students. Several of our retired teacher members currently serve in a volunteer capacity at Bethune Middle School. We are committed to serving struggling students specifically at Bethune Middle School.

These former educators volunteer once a week and read with fourth grade students. These students are selected by classroom teachers using in class data. This provides students with an opportunity to practice reading independently with a retired professional present to confer with them, answer questions, create interest, and offer support during the reading of a leveled text.

The professionals with the "**Charlton Retired Educators Association**" also plan to expand their current partnership to involve more retired members and students in this type of outreach. The goal is to strengthen the community of Charlton County and promote literacy by providing encouragement for more children in the community. They plan to expand their reach to other schools by sending "Notes of Encouragement" to identified students throughout the school year. This new partnership initiative will help to promote and encourage behaviors that improve literacy. Hopefully, they will be able to establish positive relationships with students and give them the opportunity to recommend good books and create opportunities to talk about what they are reading.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide students and community members with opportunities to promote literacy. This project aligns nicely with the goals of "**Charlton Retired Educators Association**". We all look forward to working together with the common goal of improved literacy in Charlton County.

Thank you for your time and consideration.

Sincerely,



Mandy Jackson

President / Charlton Retired Teachers Association

January 15, 2020

Mandy Jackson
Ferst Readers of Charlton County
Community Action Team Leader
353 Country Club Road
Folkston Ga. 31537

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Mandy Jackson, the Team Leader for "**Ferst Readers of Charlton County (CAT)**". The goal of our "**Ferst Readers Community Action Team**" is to "strengthen the community of Charlton County and promote early literacy by providing quality books and literacy resources for children and their families to use at home during the earliest stages of development." Our local "**Ferst Readers CAT**" is passionate about working to address the growing problem in our nation of children from low-income communities entering kindergarten without basic early literacy skills and school readiness. We agree with "**Ferst Readers**" and believe this is a preventable problem. One of our main objectives is to provide caregivers with at home support by providing newsletters, community outreach educational opportunities concerning simple things that can be done in the home to support literacy. Our partnership with Charlton County School System helps us to meet these objectives for promoting literacy.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families support to promote literacy at home. This project aligns nicely with the goals of "**Ferst Readers**". I believe there is power in uniting community stakeholders in an effort to positively impact the literacy achievement of Charlton County's birth through twelfth grade student population. When we all work together with a common goal in mind, great things will happen for children.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative. "**Ferst Readers of Charlton County (CAT)**" will work collaboratively with Charlton County educators to ensure our goals are aligned with the goals of the project. I believe these partnerships will significantly improve the efforts of this school system to improve the academic performance of Pre-K through twelfth grade students as it relates to literacy. We look forward to working with them to support this initiative.

Thank you for your time and consideration.

Sincerely,


Mandy Jackson

Ferst Readers of Charlton County
Community Action Team Leader

January 15, 2020

Barbie Dinkins
Charlton Cares / Director
6603 Spanish Creek Road
Folkston, Georgia 31537

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy and Learning for Life" L4GA Project.**

To Whom It May Concern:

My name is Barbie Dinkins, Director of "**Charlton Cares**". Our goal is to "strengthen the community of Charlton County". The Federal Regulations for Provision 2 qualify 100 percent of Charlton County students for free breakfast and lunch. This is an indication of the poverty that exists in our community. This extreme need fuels the goal of "**Charlton Cares**" to provide support and hope for families in need.

I am enthusiastic and passionate about working to address the urgent needs of many of the families of Charlton County. These efforts help children and families by providing many of the basic necessities of life. This type of outreach often provides opportunities to educate families in self-sustaining practices and the importance of making early literacy and school readiness a priority in the home. The effects of poverty are preventable when we all choose to care.

I believe the "**Loving Literacy & Learning for Life**" initiative is designed to provide caregivers and families with support to promote literacy and self-sustaining practices at home. This project aligns nicely with the goals of "**Charlton Cares**". There is power in uniting community stakeholders in an effort to positively impact children and families. We share a common concern for meeting the needs of the "**Whole Child**" from birth through twelfth grade. **Charlton Cares** plans to work a long side school nurses and counselors to meet all the needs of our families, so children can grow and learn in literacy rich environments with all their basic needs met.

I support this initiative and plan to partner with the school district to provide support for the families, caregivers, and children of Charlton County.

I am excited to support the "**Loving Literacy & Learning for Life**" initiative.

Thank you for your time and consideration.

Sincerely,



Barbie Dinkins
Charlton Cares Director

DPH

Southeast Health District

1101 Church Street,

Waycross, Georgia 31501

Phone 912-285-6002 Fax 912-284-2980

www.sehdph.org

Georgia Department of Public Health

Southeast Health District

Jeanna Thrift RN, BSN, Nurse Manager

February 10, 2020

**Re: Statement of Commitment to Support Charlton County School District's initiative
"Loving Literacy & Learning for Life."**

To Whom It May Concern:

I am writing to express our support of the Charlton County School District L4GA grant proposal "**Students and Teachers Loving Literacy & Learning for Life.**" We are excited about the opportunity to expand our reach in the community. Partnering with the school system will help us provide information to parents, caregivers, and families about and access to the many programs available in the community through the Charlton County Health Department and our many Public Health programs.

In addition, our agency will continue providing educational resources for the families we serve in an effort to improve literacy in the community. We will also partner with Charlton County educators to participate in designated family activities, events, or programs during the school year. We will share critical information about resources and programs offered through Public Health to promote child development and learning, such as Children 1st, Children's Medical Services, and Babies Can't Wait. The intention is to educate parents and caregivers, so they can meet all the needs of their children and provide a literacy rich environment to support their learning.

The Charlton County Health Department is excited to support the proposal for the "**Students and Teachers Loving Literacy & Learning for Life**" initiative. We will work collaboratively with Charlton County educators to ensure our goals are aligned with the goals of the grant proposal. We believe our commitment to this project will help improve the efforts of the school system to meet the needs of the children of this community. We look forward to working with educators of Charlton County School System on this endeavor.

Thank you for your time and consideration.

Sincerely,

Jeanna Thrift RN, BSN, Nurse Manager, Southeast Health District



**Students & Teachers Loving
Literacy & Learning for Life**

Building Block 1. Community Partnerships

A. Partnerships of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Meet sporadically with partnerships and community stakeholders 2. FERST Readers CAT assists with the registering B-5 children to receive free books mailed to their homes monthly. 	<ol style="list-style-type: none"> 1. Meet regularly with community stakeholders. 2. Regularly monitor FERST Readers access 	<ol style="list-style-type: none"> 1. Hold monthly meetings with community partners 2. Sustain relationship with FERST Readers CAT and expand their reach 3. Use relationship with all stakeholders to create opportunities for students to develop early literacy skills

Charlton County Schools, Birth to Age 5 Literacy Plan



B: The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Maintain a partnership with Charlton County Health Department. CCHD provides the community with literacy flyers, registers B-5 children for FERST Readers, and provides Babies Can't Wait. 2. Three Rivers Regional Library of Charlton County partners to educate parents and provide resources. 3. Charlton County Family Connection helps to provide access to literature in the county by placing Book Boxes in local businesses. 	<ol style="list-style-type: none"> 1. Continue all current partnerships with CCHD, TRRLCC, & CCFC 	<ol style="list-style-type: none"> 1. Partnership with Charlton County Health Department will be expanded to provide PD for staff 2. Expand relationship with CCFC by having age-appropriate programs to enhance student social/emotional well-being

Charlton County Schools, Birth to Age 5 Literacy Plan



C: Partnerships with family and child/youth service organizations provide supplemental services for children.

Currently	Going Forward	Expanding/Sustaining
<p>1. Charlton County Health Department provides services such as Babies Can't Wait, support for registration of B-5 children, and copies of FERST Readers. They also help to administer flu shots to students and faculty.</p>	<ol style="list-style-type: none"> 1. Strengthen the partnership with Head Start 2. Help them find out how to get funding and a classroom for the 32 children who are currently on the waiting list 	<ol style="list-style-type: none"> 1. Expand relationship with Charlton County Family Connection 2. Expand relationship with Barbie Dinkins with Charlton Cares to provide needed resources for students and families



D: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Leaders meet monthly to discuss data. 2. Time is provided as needed for vertical planning opportunities. 	<ol style="list-style-type: none"> 1. Meetings need to be held monthly to discuss progress monitoring and the implementation of instructional shifts in response to data. 2. A plan will be developed and implemented to establish consistent time for vertical planning with FES. 	<ol style="list-style-type: none"> 1. Create a strategic communication plan between District Literacy Leadership team and Head Start educators to improve data sharing for the purpose of improving the implementation of instructional shifts in a timely manner. 2. Invite Head Start leaders and other day care providers to participate in professional learning on data informed decision making at the elementary school 3. Meetings will be held to expand educator understanding of standards and student data for coherent vertical alignment to prepare for Pre-K. This will require more professional learning.



**Students & Teachers Loving
Literacy & Learning for Life**

BB 2: Engaged Leadership

A: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Administrator regularly meets to discuss evidence-based literacy instruction 2. Administrator regularly participates in professional learning with faculty. (Why, 148) 3. Evidence-based literacy instruction is regularly researched, and information is shared among faculty 	<ol style="list-style-type: none"> 1. Administrator will continue to meet regularly with staff to discuss evidence-based literacy instruction 2. Administrator will continue to participate in professional learning activities with faculty 3. Administrator and faculty will continue to research up to date literacy practices 	<ol style="list-style-type: none"> 1. Administrator will continue to research recent practices in literacy instruction and share resources with staff 2. Head Start faculty and leaders will be invited to participate in professional learning opportunities through contracted services and other resources. 3. Coaching will also be provided as part of the previously mentioned professional learning.



B: A school literacy team, organized by the administrator, is actively affecting change in educator practices.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Head Start and the CCSS have discussed a plan for moving forward with professional learning. 2. Identify stakeholders and partners from governmental, business, educational and medical communities as well as parents and private early childhood providers (How, p. 1) 	<ol style="list-style-type: none"> 1. Head Start leaders, contracted personnel, and CCSS Curriculum and Instruction Coordinator will meet to develop plans for early literacy skills professional learning. 	<ol style="list-style-type: none"> 1. Professional learning opportunities focusing on early literacy, Phonological Awareness, Interactive Read Alouds etc. 2. Refocus literacy goals and actions based on child outcome data and mastery standards. 3.



**Students & Teachers Loving
Literacy & Learning for Life**

BB 3. Continuity of Instruction

A: A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services.

Currently	Going Forward	Expanding/Sustaining
<p>1. The communication plan is fully implemented.</p>	<p>1. Monthly contact with childcare centers with literacy focus (Why, 33)</p> <p>2. Regular literacy meetings with local childcare entities (Why, 26)</p>	<p>1. Provide information/instructional opportunities through Apptegy Inc. (Why, 150)</p> <p>2. Strengthen relationships between the school and early childcare providers by offering frequent meetings to discuss phonological awareness (Why, 26) 4</p> <p>3. Ensure continuation of the coalition by designating two agencies or organizations to partner in being responsible for convening and communicating with members (How, p.3)</p>



B: A plan is in place to improve access for families to resources for developing literacy in the home.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Parents and students receive books and reading materials to support literacy development through the school library and the Family Connections Book Lending Program. 2. Parent resource room has been established through the Parent Engagement Program (How, 24) 3. Ferst Readers of Charlton provides books, a family newsletter, and ideas for activities that go with the book for all Head Start children monthly. 	<ol style="list-style-type: none"> 1. Offer literacy materials for guardians to check-out 2. Provide training to parents to support literacy in the home 3. Share the plan to provide additional locations and depositories for the Family Connections Book Lending Program with Head Start leaders. (How, 24) 4. A tab will be added to the Charlton County Schools website that houses virtual literacy resources, including video clips of literacy strategies in action, which families can access at home to develop literacy skills be sure Head Start and other day care providers are aware of these resources. 	<ol style="list-style-type: none"> 1. Plan parent engagement events where we share some of the activities from the Ferst Readers Pack 2. Share “Conversations Counts Curriculum” with Head Start and other day care providers. 3. Continue educating families about Ferst Readers, Get Georgia Reading, and other resources that are available.



3E: A systematic process is in place to ensure smooth transitions from one school to another.		
Currently	Going Forward	Expanding/Sustaining
<p>Currently, there has been limited communication with Head Start. Dr. Sauls, Charlton County Curriculum and Instruction Coordinator has met with the leaders of Head Start to establish a new partnership.</p>	<ol style="list-style-type: none"> 1. A systematic process has been developed to communicate with all stakeholders to ensure smooth transitions from one school to another. The process has been fully implemented and is routinely reviewed and revised. (How, 21) 	<ol style="list-style-type: none"> 1. Folkston Elementary School is going to invite Head Start to visit the school and Pre-K at the end of the year before the students begin Pre-K. 2. “Action pact” will be contacted and asked to establish a Head Start program within the St. George community.



3F: Out-of-school agencies and organizations collaborate to support classroom literacy instruction.		
Currently	Going Forward	Expanding/Sustaining
<p>1. A few community partnerships within specific grades provide literacy learning supports within the classroom. FERST Readers CAT of Charlton shares sight word games with families at Fall Festival</p>	<p>1. Increase community partnerships (How,28) 2. Increase contact with other community partners and ask for volunteers to support classroom literacy.</p>	<p>1. Work with early learning day care providers, Head Start, Charlton County Family Connections, and Charlton Cares to develop schedule with interested partnerships to support classroom literacy instruction and mentorships.</p>



**Students & Teachers Loving
Literacy & Learning for Life**

BB 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

4A: Literacy Screenings are used to assess readiness of individual children for reading and writing.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A partnership is established with Charlton County Head Start. 2. Children participate in Pre-K screening assessments. 	<ol style="list-style-type: none"> 1. Continue the use of PreK screening assessments 2. Continue partnering with the Charlton County Health Department. Establish communication about current literacy screenings used through Babies Can't Wait and Children's First. 3. Continue to analyze the results of current literacy screenings to assess readiness in reading and writing for PreK and K throughout instruction 4. Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results (How, p. 10) 	<ol style="list-style-type: none"> 1. Sustain the use of PreK screening assessments but expand the use of the data to impact in class interventions for PreK. (Why, 98) 2. Sustain the use of Kindergarten screening assessments. In the future, we will move to using the WIAT 3 with Dyslexia Index to screen all Kindergarten students. (Why, 99) 3. Charlton County Health Department through Babies Can't Wait and Children's First will provide education to SGES staff to in turn be able to inform parents about literacy screenings that may be available to children Birth to PreK. 4. Expand relationship with Tracey Wheeden, "Babies Can't Wait" coordinator and with Julie Prestenbach, Children's First Coordinator
<p>Currently, there is no plan for working with community data to inform instructional decisions. We are very interested in supporting these agencies, and we would like to reach all the children of Charlton County before they get to school. Currently, we have 32 children on the waiting list for Charlton County Head Start. These children need our help.</p>		



**Students & Teachers Loving
Literacy & Learning for Life**

BB 5. Tiered Supports –“Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved student outcomes” (Why, 125)

5A: Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> Bright From The Start professional learning (Big Day in Pre-K aligns with GELDS) 	<ol style="list-style-type: none"> Continue current delivery model of GELDS Small group is intentionally planned using GELDS 	<ol style="list-style-type: none"> Sustain current practices Participate in professional learning for Tier 1 Phonological Awareness lessons and interventions when needed Invite Head Start leaders and teachers and other day care providers to participate in the Tier 1 Phonological Awareness Training Head Start and other day care providers will be invited to PL on GELDS.



**Students & Teachers Loving
Literacy & Learning for Life**

BB 6. Professional Learning in Literacy Instruction

6A: Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print, (print awareness), alphabet knowledge, writing, and oral language.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Participation in PL on early literacy concepts 2. Tier 1 supports provided for all Kindergarten students 	<ol style="list-style-type: none"> 1. Additional PL opportunities on early literacy concepts 2. Provide interventions immediately after first benchmark data that shows Kindergarten students who are lacking phonemic awareness 	<ol style="list-style-type: none"> 1. Paras, MTSS trained on phonemic awareness and other early literacy concepts (Why, 60) 2. Expand instruction to improve oral language and early literacy skills (phonological, phonemic awareness) in daily practice. 3. L4GA would enable us to include day care providers and private Pre-K providers in Early Literacy Skills PL

We have also partnership with invited to attend all professional

Dr. Delia Garrett has partnered with Charlton County School System. She and the Curriculum and Instructional Coordinator will work together to...

- develop a train the trainers model utilizing community resources within the community for Head Start (How, p. 16) (Leaders will be invited to participate in PL with Pre-K & Kindergarten)
- provide early literacy training .
- deliver oral language development training.
- deliver phonological awareness training.
- provide coaching for Pre-K & Kindergarten teachers after early literacy training.

reestablished our Head Start. They will be early literacy learning.

Application: Charlton County District Revised Charlton County High School Literacy Plan

Felicia Sauls - feliciasauls@charlton.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000340
Last submitted: Feb 17 2020 10:00 AM (EST)

School Profile

Completed - Feb 17 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	Charlton County District B12 Project
School or Center Name	Charlton County High School
System ID	(No response)
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.

High (9-12)

Number of Certified Teachers in School

27

Number of Paraprofessionals or Teaching Assistants in School

3

Principal or Director

Name	Danny McCoy
Position	Principal
Email	dannymccoy@charlton.k12.ga.us
Phone	912-390-1069

L4GA 2019 School Contact

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

Name	Felicia Sauls
Position	Curriculum and Instruction Coordinator
Email	feliciasauls@charlton.k12.ga.us
Phone	912-276-0608

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 17 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

[Charlton County District Revised Charlton County High School Literacy Plan 8](#)

Filename: Charlton_County_District_Revised_Charl_pdHdHyQ.pdf **Size:** 1.7 MB

Application: Charlton County District Revised Saint George Elementary School

Felicia Sauls - feliciasauls@charlton.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000338
Last submitted: Feb 17 2020 09:49 AM (EST)

School Profile

Completed - Feb 17 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	Charlton County District B12 Project
School or Center Name	Saint George Elementary School
System ID	(No response)
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).

Pre-K-6

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

15

Number of Paraprofessionals or Teaching Assistants in School

4

Principal or Director

Name	Dr. Drew Sauls
Position	Principal
Email	drewsauls@charlton.k12.ga.us
Phone	912-614-3949

L4GA 2019 School Contact

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

Name	Felicia Sauls
Position	Curriculum and Instruction Coordinator
Email	feliciasauls@charlton.k12.ga.us
Phone	912-276-0608

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 17 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

[Charlton County District Revised Saint George Elementary School Literacy Plan 8](#)

Filename: Charlton_County_District_Revised_Saint_VJur7eQ.pdf Size: 2.9 MB

Application: Charlton County District Revised Folkston Elementary Literacy Plan

Felicia Sauls - feliciasauls@charlton.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000337
Last submitted: Feb 17 2020 09:45 AM (EST)

School Profile

Completed - Feb 17 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	Charlton County District B12 Project
School or Center Name	Folkston Elementary School
System ID	(No response)
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).

K-3

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

14

Principal or Director

Name	Michael Walker
Position	Principal
Email	mwalker@charlton.k12.ga.us
Phone	912-496-7369

L4GA 2019 School Contact

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

Name	Felicia Sauls
Position	Curriculum and Instruction Coordinator
Email	feliciasauls@charlton.k12.ga.us
Phone	912-276-0608

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 17 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

[Charlton County District Revised Folkston Elementary School Literacy Plan 8](#)

Filename: Charlton_County_District_Revised_Folks_9GbhoAb.pdf Size: 4.0 MB

Application: Charlton County District Revised Bethune Middle School Literacy Plan 8

Felicia Sauls - feliciasauls@charlton.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000339
Last submitted: Feb 17 2020 09:52 AM (EST)

School Profile

Completed - Feb 17 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	Charlton County District B12 Project
School or Center Name	Bethune Middle School
System ID	(No response)
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).

4-8

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

38

Number of Paraprofessionals or Teaching Assistants in School

9

Principal or Director

Name	Dr. Brent Tilley
Position	Principal
Email	thomastilley@charlton.k12.ga.us
Phone	1-904-228-5518

L4GA 2019 School Contact

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

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L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 17 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

Charlton County District Revised Bethune Middle School Literacy Plan 8

Filename: Charlton_County_District_Revised__Beth_fR34H0s.pdf **Size:** 3.4 MB

Charlton County School District: Bethune Middle School (BMS): Literacy Plan



Students & Teachers Loving Literacy & Learning for Life		
<p>Overview</p> <ul style="list-style-type: none"> Title I School (Pre-K-5) 586 Students 32 % African American 57 % White 2 % Hispanic 9 % Other 67.5% Economically Disadvantaged Currently, 75% of Bethune Middle School students qualified for free or reduced lunch. Based on Charlton County’s free and reduced eligibility during the 2018-2019 school-year, our system met the criteria for Provision 2 meals qualification, so 100% of Bethune Middle School students eat breakfast and lunch at No Charge. 	<p>Staff</p> <ul style="list-style-type: none"> 38 Teachers 1 Speech Pathologist 9 Paraprofessionals 1 Counselor 1 Nurse 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> Journeys Tier 1 Core Academics 4th & 5th MTSS Support System 44 / 4th & 5th Grades Read 180 / 6th – 8th Grades Specials: PE/Health, Art, Band, Music 4-H Robotics Club Lego League Live Wire Choir Sports: Football, Cheerleading, Basketball, Softball, Baseball, Track, Wrestling, Archery OASIS DARE Sheriff’s Academy Shop with a Cop
<p>Literacy Leadership Team</p> <ul style="list-style-type: none"> Dr. Brent Tilley – Principal Dr. Allan Smith – Assistant Principal Molly Gowen – 4th Grade ELA Teacher Cindy Perry – 5th Grade ELA Teacher Mandy White – 6th Grade ELA Teacher Conner Gowen – 7th Grade ELA Teacher Teresa Bradley – Media Specialist Felicia Sauls Ed.D.– District K-3 Curriculum Coordinator Jeanne Crews – MTSS Coordinator Matt Wainright – Gifted Coordinator Sherilonda Green Ed.D. – Title I/Parent Involvement, EL, & PBIS Coordinator 	<p>Community Assets</p> <ul style="list-style-type: none"> Church/Faith-based Organizations Civic Organizations Three Rivers Regional Library of Charlton County Charlton County Chamber of Commerce Ferst Readers of Charlton County Partners in Education Childcare Providers Charlton County Health Department Okefenokee National Wildlife Refuge Amelia Urgent Care Unison Behavioral Health Fellowship of Christian Athletes (FCA) District Director Volunteers from Retired Teachers Association Charlton County Sheriff’s Department Charlton County Family Connections 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> CCGPS/GPS/GSE Implementation Poverty Training Standards-based Classrooms Thinking Maps Co-teaching MTSS Writing Across the Curriculum Math in the Fast Lane



Current Instructional Initiatives	PL Needs	Need for L4GA Grant
<ul style="list-style-type: none"> ● Differentiation ● PBIS ● HMH Journeys Reading ● Thinking Maps ● Moby Max ● DIBELS 4th & 5th ● Reading Inventory ● System 44 ● Read 180 ● Go Math 4th Grade ● MTSS ● “Who’s Doing the Work?” Training ● Narrative and Informational Writing 	<ul style="list-style-type: none"> ● Content Area Writing Training for all Certified Staff ● Training for differentiation in the classroom and providing in class interventions for students ● Training for administration in instructional leadership in literacy ● Training for ELA teachers in using assessment data to drive instruction and interventions 	<ul style="list-style-type: none"> ● Technology for Cross-Curricular Studies ● Resources for Social Studies ● Resources for Science ● Classroom Sets of Grade Level Text Aligned with Social Studies and Science Standards ● Printers for Classrooms ● Ink for Printers ● Class Sets of Student Writing Handbooks (Inquire) for Math, Science, and Social Studies Classroom ● Licenses for Read and Write Chromebook Extension ● Resource Materials for Reading Volunteers





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Building Block 1. Community Partnerships

A. Action: Partnerships of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade. (Birth through 5th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. 4H – conducts a book drive annually. DPA projects include literacy as well 2. DARE – support literacy during DARE instruction 3. Charlton Public Library – strong partner with BMS, multiple events annually to increase student reading and access to the library and literature. 4. Retired Teachers Volunteers – weekly volunteers with low level readers in 4th grade (Clymer, Toso, Griner, and Sauder, 2017) 	<ol style="list-style-type: none"> 1. Continue current partnerships 2. Foster growth and expand on current services 3. Meet regularly with stakeholders to facilitate discussions concerning how we can work together to enhance and support early learning. 	<ol style="list-style-type: none"> 1. Expand retired teachers volunteer reading program to include grade 5 2. Utilize faith-based organizations to implement a mentoring program for at risk kids. LAGA funding could help support this initiative. (Clymer et al, 2017)



B. Action: The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth through 5th Grade)		
Currently	Going Forward	Expanding/Sustaining
<p>1. Ferst Readers (CAT) of Charlton County works to sustain funding to continue providing books to Charlton County children from birth to age five, educate families about the importance of early literacy, educate parents about what Ferst offers, and attend events in the community to register children for the program to receive free books mailed to their homes monthly</p>	<p>1. Develop a plan to engage our students with early elementary siblings about the Ferst Readers program and the importance of early literacy. Send registration information home with all students that have younger siblings</p>	<p>1. At Open House and Title I parent nights, share information about registering children from birth to 5 in the Ferst Readers program (Clymer et al, 2017)</p> <p>2. Plan parent/community reading night to include younger siblings of BMS students. Include drawings or give aways for books</p> <p>3. Share brief videos that support literacy at all family engagement events</p> <p>4. At Open House and Title I Reading nights, share reading strategies and tips for supporting students' reading and writing at home.</p>



C. Action: Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. 4-H – Offer summer camps for our students. DPA projects enhance student research skills, critical thinking, and literacy. 2. Charlton County Public Library – conduct a summer reading program for Charlton children 3. Retired Teacher Volunteers – weekly visits to BMS to read one on one with 4th grade students. 4. Sheriff's Academy – week long summer camp provided for middle school students, which helps to stress the importance of education and literacy 5. Charlton County Family Connection - conduct TEEN MAZE event for middle school students to address academic goals, life choices, and drug abuse 6. Charlton County Health Department – provide flu shots, scoliosis screenings, and a variety of other supports for school nurses to help improve student attendance 7. Tele-Dental –provide free dental cleanings and exams for students without insurance 	<ol style="list-style-type: none"> 1. Continue current partnerships 2. Foster growth and expand on current services based on multiple data sets 	<ol style="list-style-type: none"> 1. Expand retired teachers volunteer reading program to include grades 2. Utilize faith based organizations to implement a mentoring program for at risk kids 3. In conjunction with local churches, develop a mentoring program for at risk youth to help with goal setting and academic support. 4. Develop a program utilizing the community to provide after school tutoring for at risk students. Funds from LAGA could help support the implementation of this initiative. <p>(Clymer et al, 2017)</p>



D. Action: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Reading Inventory K-12 2. Journeys Literacy Curriculum K-5 3. DIBELS K-5 4. System 44/Read 180 K-12 5. Charlton County’s feeder pattern includes Headstart, two elementary schools, middle school, high school, and Coastal Pines. 6. Our feeder schools, Folkston Elementary and St. George Elementary, use formative, summative, and diagnostic data to provide quality Tier 1 instruction and to provide interventions to students in need. Folkston Elementary shares data with us each spring for the rising 4th graders. They share GMAS data and additional reading and <u>lexile</u> data. 7. Data shared from FES is used to schedule students in classes and in Read 180 and System 44 intensive reading courses, and to plan interventions, including MTSS services. 8. We provide data for 8th graders matriculating to Charlton County High School each spring. We share with them GMAS data and additional reading and <u>lexile</u> data. The data allows CCHS to schedule students into appropriate classes and plan interventions. 	<ol style="list-style-type: none"> 1. Continue use of current programs 2. The process can be improved by collaborating with the feeder pattern on both ends to identify data that could be more useful, or to put it in a format that would better benefit all schools. 3. Scheduling periodic vertical meetings within content areas could improve communication between grade levels. 4. Regularly scheduled meetings between stakeholders at each school can improve communication and data sharing. 	<ol style="list-style-type: none"> 1. Continue licenses and purchases for current programs. 2. Initiate vertical planning to share student data between feeder and receiving school 3. As a system, we plan to create a protocol for sharing data among education agencies in our feeder system, so all educators are informed by data and are providing students with a strategic direction. 4. As a system, we plan to use a Tier 1 Data Review Form developed using Google Sheets and is specific to the data each school collects. These forms will be used to share data from one school to the next.



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Building Block 2: Engaged Leadership

**A. Action: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.
(Birth through 12th Grade)**

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Principal participates in Literacy Team meetings 2. Principal has attended Striving Readers training 3. Principal collaborates with district level literacy coach and curriculum director. 	<ol style="list-style-type: none"> 1. Administration will seek out professional learning opportunities for staff in literacy instruction (What, 5) 2. Administration will seek out professional learning opportunities for Principal and Assistant Principal to help them be better equipped to be instructional leaders in the area of literacy (What, 5) 	<ol style="list-style-type: none"> 1. Administration will develop a multi-year professional learning plan for staff regarding literacy instruction and will participate in the trainings with the teachers (What, 5)



B. Action: A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Monthly Literacy Team meetings (Why, 156) 2. Hosts a Language Arts Parent Involvement Night annually (Clymer et al, 2017) 3. Facilitates Young Georgia Author’s writing competition 	<ol style="list-style-type: none"> 1. Literacy Team members encourage and support literacy development among their grade level teams 2. How do they use data to affect change in educator practices? 	<ol style="list-style-type: none"> 1. Focus on alignment of curriculum across grade levels 2. Administrators will focus on observing literacy practices across content areas and grade levels (What, 5) 3. Administrators will provide feedback to support literacy instruction (What 5) 4. We would like to expand the efforts of our leadership team by conducting peer observations to focus on high impact instructional practices at BMS. The identified practices could be shared using video and the Google Drive or in a school Google Classroom to extend best practices. 5. Explore the use of video recording lessons as a professional learning tool to allow teachers to reflect on their practice. Share exceptional lessons and ideas in with all teachers in Google Classroom?



C. Action: School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<p>a.</p> <ol style="list-style-type: none"> 1. Teachers submit benchmark data to school administration 3 times annually 2. Formative assessments are given weekly. Writing assessments are given a minimum of every 2 weeks. 3. Results from assessments allow teachers to identify students that need small group and one on one instruction for intervention. 4. Administration reviews literacy data teachers from GMAS annually (Why, 32) 	<ol style="list-style-type: none"> 1. Small group instruction is a foundational component of reading instruction at all grade levels 2. Develop plan for discussion of data with teachers and leadership team after each administration of Reading Inventory and DIBELS (Why, 32) 3. Provide opportunities for teachers to plan collaboratively based on the results of formative and summative literacy assessment data. (Smith et al, 2016, How 1) 4. Provide professional learning opportunities for ELA teachers use assessment data to plan instruction (What, 5) 5. Share literacy data with stakeholders at Open House, Title I Parent Nights, and on the school website 	<ol style="list-style-type: none"> 1. Explore ways to share data with stakeholders outside the school. 2. Seek input and ideas from stakeholders about improving literacy opportunities in the lowest performing subgroups in annual stakeholder data meetings



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Building Block 3. Continuity of Instruction

A. Action: A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services. (Birth through 5th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Encourage communication with parents and community members via Remind, Facebook, District Website, Thrill Share, 2. 4-5 grades communicate daily with parents via Communicator Folders 3. Encourage parent sign up and use of Infinite Campus Parent Portal (Clymer et al, 2017) 	<ol style="list-style-type: none"> 1. Facilitate and encourage open communication between teachers, families, and child care entities (Clymer et al, 2017) 2. Continue current practices 	<ol style="list-style-type: none"> 1. Provide opportunities to register and join online forms of communications like the “Charlton App” by Apptegy



3B. Action: A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Parent resource room containing learning materials available for checkout (Why, 59) 2. District website provides links to literacy based websites 	<ol style="list-style-type: none"> 1. Parent resource room will be made available during extended time 2. Continue to provide those websites to parents 3. In order to ensure continuity, administrators at the district level will oversee vertical alignment team meetings and will guide teachers in reviewing/revising protocols (Schlosser, 2015) <ol style="list-style-type: none"> a. District level administrators will be responsible for creating and sharing the timeline for vertical alignment meetings 	<ol style="list-style-type: none"> 1. Additions resources will be added to update and enrich the parent resource room 2. Actively updating learning links that provide literacy opportunities for students 3. We would like to purchase “Summer Literacy Packs” for children to check out for summer reading. This would give students access to text during the summer months. L4GA could help us get this started.



3C. Action: Comprehensive literacy block is provided for literacy instruction. (Pre-K through 5th Grade)		
Currently	Going Forward	Expanding/Sustaining
1. ELA student blocks are currently averaging 100 minutes daily	1. Continue	<ol style="list-style-type: none"> 1. Support the extension of literacy skills in content areas 2. Limit interruptions and broken blocks with future scheduling
3D. Action: Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum. (Grades 3 through 12)		
Currently	Going Forward	Expanding/Sustaining
1. Not in place	1. Develop a cross-disciplinary team	<ol style="list-style-type: none"> 1. Implement professional learning to foster a consistent literacy approach across all content areas (What, 5) 2. L4GA could help us purchase supplemental texts for science and social studies.





3E: A systematic process is in place to ensure smooth transitions from one school to another. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Feeder schools visit receiving schools at the end of each school year to meet teachers and tour the campus 2. 8th Grade meets with high school guidance staff to register for high school classes 3. Our feeder schools, Folkston Elementary and St. George Elementary, use formative, summative, and diagnostic data to provide quality Tier 1 instruction and to provide interventions to students in need. Folkston Elementary shares data with us each spring for the rising 4th graders. They share GMAS data and additional reading and <u>lexile</u> data. 4. Data shared from FES is used to schedule students in classes and in Read 180 and System 44 intensive reading courses, and to plan interventions, including MTSS services. 5. We provide data for 8th graders matriculating to Charlton County High School each spring. We share with them GMAS data and additional reading and <u>lexile</u> data. The data allows CCHS to schedule students into appropriate classes and plan interventions. 	<ol style="list-style-type: none"> 1. Develop a systematic process to aid smooth transitions from one school to another 2. Strategic data sharing of students between feeder and receiving school (How, 2) 3. A vertical alignment team will be created to include BMS and CCHS teachers from all content areas (Schlosser, 2015) This team will meet biannually to share achievement data, review/revise expectations for performance, and address specific academic needs Representatives from the CCHS literacy team will be included on the vertical alignment team – these representatives will communicate transition protocols during literacy team meetings SLDS refresher information will be provided to faculty during vertical alignment. 	<ol style="list-style-type: none"> 1. Implement vertical planning times 2. Study successful systems for transition from one school to the next. 3. In order to ensure continuity, administrators at the district level will oversee vertical alignment team meetings and will guide teachers in reviewing/revising protocols (Schlosser, 2015) District level administrators will be responsible for creating and sharing the timeline for vertical alignment meetings Students, guardians, and other community members will be asked to join vertical alignment teams to incorporate input from varying perspectives regarding the school transition process (Epstein, 2019)



3F: Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. 4-H – Research projects improve reading and literacy 2. Charlton County Public Library 3. Retired Teacher Volunteers – one on one reading weekly with 4th grade students 4. Sheriff's Academy 5. Charlton Family Connections – conduct TEEN MAZE event for middle school students to address academic goals, life choices, and drug abuse 6. Faith Based Organizations – provide backpacks with food and resources to students in need 	<ol style="list-style-type: none"> 1. Continue current partnerships 2. Foster growth and expand on current services 	<ol style="list-style-type: none"> 1. Utilize faith based organizations to implement a mentoring program for at-risk kids 2. Charlton Retired Educators Association are going to expand their support for BMS and mentor at-risk students by sending “Notes of Encouragement” and other correspondence 3. Develop a program utilizing the community to provide after school tutoring for at risk students (Clymer et al, 2017)



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Building Block 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

Action 4B: An infrastructure for on-going, formative and summative assessments is in place. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. DIBELS 2. Benchmarking 3. Reading Inventory 4. DAZE/DORF 5. GMAS 6. Progress Monitoring 	<ol style="list-style-type: none"> 1. Continue to use current assessments and data <p><i>See the “Universal Screening and Progress Monitoring Data Protocol chart on next page. It supports action items 4A, 4C, and 4D.</i></p>	<ol style="list-style-type: none"> 2. The purchase of licenses and testing materials

Charlton County School District: Bethune Middle School (BMS): Literacy Plan



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory / Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It is not as subjective as the Shaywitz Dyslexia Screener.
2. Add data to Tier 1 Data Review Forms	B,M, E	Classroom Teachers	Grade Specific Assessment Data	Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
3. Identify "At-Risk" Students	B,M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B,M,E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.		
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From "The Reading Strategies Book," The "Writing Strategies Book," and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 are Progress Monitored once a every 2 weeks. * Students in Tier 3 are Progress Monitored once a week. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> • Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? • Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student's academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Program ○ 4-5 / System 44 ○ 6-12 / Read 180
To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Program (OGP) like MAXSCOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving th (OGP) lessons from the interventionist.				



Action 4C: A system for on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. DIBELS 2. Reading Inventory 3. DAZE/DORF 4. GMAS 5. Read 180 / System 44 6. MobyMax 7. Study Island 8. Weekly reading assessments in all grades and weekly writing tasks (biweekly in 6-8) are used as formative assessments 	<ol style="list-style-type: none"> 1. Improve the effectiveness of the MTSS process. Create implement effective and consistent protocols for students who struggle. Implement improved consistent systems for the study of screener data, making instructional decisions based on the data, and providing evidence-based interventions, and progress monitor consistently (How, 2) 	<ol style="list-style-type: none"> 1. Facilitate communication between MTSS interventionist and classroom teachers to work strategically to provide meaningful data-based interventions using evidence-based instructional strategies. (Why, 156; How, 2) <p>See chart on the next page...</p>

See the “Formative Assessment Protocol” following this page and “Protocol for Using Summative Assessment Protocol” following BB4E.



Formative Assessment Protocol

Addresses Building Block 4b & 4f

<p>Formative Assessments</p>	<p>Administer Assessments</p> <p>What are they?</p> <p>How often are they administered?</p>	<p>Teachers Grade Assessments / Disaggregate the Data</p>	<p>Collaborative Planning</p> <p>How are you going to use the data to inform instruction?</p>	<p>Instructional Planning for Redelivery of Content</p>	<p>Assess Students' Success or Failure</p> <p>What are the next steps?</p> <p>What happens after students master the content?</p> <p>What happens when students do not master the content?</p>
	<ul style="list-style-type: none"> • Ticket out the door • Quizlet and Quizziz • Small group instruction and student conferencing 		<ul style="list-style-type: none"> • Weekly grade level meetings • Analysis formative assessment data to plan groups and reteach concepts 	<ul style="list-style-type: none"> • Lesson plans address need for reteaching and small group instruction • Include evidence based instruction based on Jennifer Serravallo's reading strategies. 	<ul style="list-style-type: none"> • Continued formative assessments to measure success • Data from student achievement in Moby Max • Reteaching/intensive intervention after failure to learn • Continue through standards and enrich
<p>Benchmark Assessments</p>	<p>Journeys reading benchmarks 4-5</p> <p>Study Island Benchmarks 6-8</p>		<ul style="list-style-type: none"> • Vertical discussion of benchmark data across grade levels 6-8 • Collaborative discussion of benchmark data with fellow ELA teachers in 4-5 	<ul style="list-style-type: none"> • Use benchmark data to modify long term plan/pacing guides 	<ul style="list-style-type: none"> • Success/failure measured with subsequent formative assessments • Identify students for tiered interventions • Re-teach and enrich based upon data available



Action 4D: “At –risk” indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning. (Pre-K through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Moby Max learning pathway 2. Moby Max should have screeners and formative assessments 3. Study Island learning pathways 4. Assessments in Read 180 and System 44 are used to diagnose student reading deficiencies and to provide guidance in student grouping for skill remediation it 5. Reading Inventory provides data used to help determine who needs further assessments such as the Phonics Inventory and which students take the Read 180 course. Lexile data from the Reading Inventory, Phonics Inventory data, and GMAS data are all considered when placing students in Read 180 and System 44. 	<ol style="list-style-type: none"> 1. Continue current practices 	<ol style="list-style-type: none"> 1. Explore new programs and diagnostic tools 2. Use technology for communicating data to district/building literacy leadership teams in a timely manner (What, 8 / Why, 96)



Action 4E: Summative outcome data are reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions. (Pre-K through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Data is reviewed at grade level meetings and MTSS meetings 2. Progress Monitoring and Benchmark data is shared and discussed with administrator (How, 2) 3. GMAS data is reviewed with ELA teachers annually to discuss strengths, areas of weakness that require modifications of instruction and curriculum sequencing and planning. <p><i>See “Protocol for Using Summative Assessment Data” on following page.</i></p>	<ol style="list-style-type: none"> 1. Effectively use data to inform instructional practice (How, 2) 	<ol style="list-style-type: none"> 1. Purchase of licenses for current programs



Protocol for Using Summative Assessment Data

Actionable Steps:	Notes:		
1. Set the stage. <ul style="list-style-type: none"> State the purpose of the meeting. Explain the desired outcome. Review team communication and data norms. 	Three minutes		
2. Identify the focus standards of the assessment. Discuss the following questions... <ul style="list-style-type: none"> How are these data from this assessment organized? What learning targets or standards were measured? What is considered proficiency? 	Five minutes		
3. Discuss the data. <ul style="list-style-type: none"> Working individually, each teacher should examine their personal data, looking only for fact statements. Each member discusses the facts & records notes. When all facts are evident, the group then begins to develop inferences and draw conclusions. How many students were proficient, not proficient, and beyond proficient? After facts are noted, then infer and draw conclusions... <ul style="list-style-type: none"> Discuss patterns in the data... <ul style="list-style-type: none"> How did subgroups of students perform? How did specific classes perform? How did specific interventions affect growth? How did pacing or instructional strategies affect performance? How do these data need to impact future Curriculum choices? How do these data need to impact future instructional practices? 	Record Facts	Record Inferences	Record Conclusions
	Twenty minutes		
4. Develop the action plan. <ul style="list-style-type: none"> Create an action plan for data informed curriculum planning. Create an instructional plan that considers a change in pacing if needed. Consider evidence-based interventions and strategies to be included in each unit of study's instructional plan. 	Twenty minutes		
5. Set goals for improvement. <ul style="list-style-type: none"> Identify & discuss follow-up assessments to be used. Consider any obstacles or stumbling blocks the discussion identified. Discuss ongoing efforts and strategies designed to ensure quality Tier 1 instruction. 	Ten minutes		
6. Determine agreed-on actions and results indicators. <ul style="list-style-type: none"> What indicators will we use to determine the effectiveness of the results of this action plan? How will we know if this plan is effectively improving student achievement? 	Five minutes		



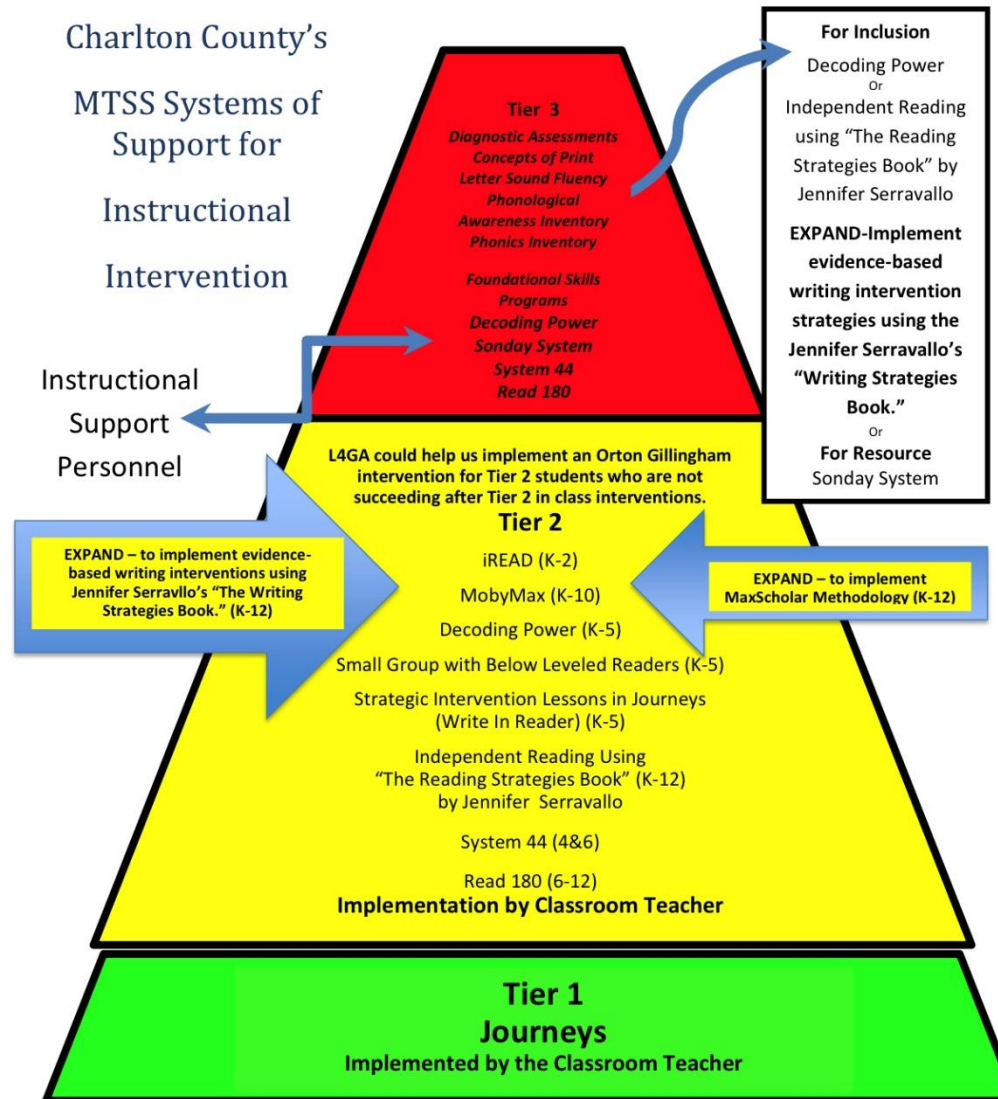
Action 4F: A clearly articulated protocol for using data to improve teaching and learning is followed. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<p>1. A general process is in place for reviewing data to drive instruction.</p> <p><i>See the “Universal Screening & Progress Monitoring Data Protocol” inserted after BB4.</i></p>	<p>1. Universal Screening and Progress Monitoring Data Protocol is used for this process (How, 2)</p>	<p>1. Provide annual training to certified staff to reinforce the use and understanding of the Universal Screening and Progress Monitoring Data Protocol</p>



Action 4G: Student Support Team and Data Team monitor progress jointly. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. The Student Support Team and Data Team meet monthly to review and study student data, student progress and intervention effectiveness is discussed. 	<ol style="list-style-type: none"> 1. Continue to participate in monthly meetings 	<ol style="list-style-type: none"> 1. Research PLCs and create protocols for implementing grade specific PLCs for professional learning specific to intervention and using evidence-based practices. 2. Expand current Collaborative Planning to discuss student progress, select evidence-based interventions, and plan meaningful interventions. (Why, 148; How, 7)



Action 4H: Specifically designed learning is implemented through supports and interventions based on diagnostic data of a student’s needs. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Co-Teaching ELA and Math teams work to provide support and interventions for all students (Smith et al, 2016) 2. Pervasively provide accommodations for instruction and assessments to meet the needs of special education students 3. Students receive System 44 based on the results of the diagnostic assessment Phonics Inventory. <p><i>“MTSS Systems of Support” is on following page.</i></p>	<ol style="list-style-type: none"> 1. Continue implementing technology supports for students as needed 2. Continue implementing the foundational skills intervention lessons using System 44. 	<ol style="list-style-type: none"> 1. Participate in Co-teaching training (What, 5) 2. Include Co-teaching model in all content areas 3. Expand the use of diagnostic assessments to determine the academic needs of students





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Building Block 5. Tiered Supports

Action 5B: High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> Staff communicates high expectations to all students Consistent use of developmentally appropriate practices in the classroom 	<ol style="list-style-type: none"> Continue to hold high expectations for learning 	<ol style="list-style-type: none"> Professional Learning on differentiating instruction to address student interests (What, 5) Administrators will identify master teachers who are regularly and efficiently utilizing assessment data to design/implement appropriate instructional supports for students to improve achievement (How, 4 & 7) These teachers will mentor other teachers at BMS who are struggling to interpret and make use of data effectively Master teachers will be asked to showcase the strategies they employ, regarding the use of data to guide instruction, during faculty and department meetings These strategies will be shared in the faculty Google Classroom to accommodate new hires and teachers that may need to revisit this professional learning in the future



Action 5C: Students receive literacy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. All teachers participate in collaborative planning 2. 90-120 minute Literacy block is in place for grades 4-5 3. 60 minute Literacy block is in place for grades 6-8 	<ol style="list-style-type: none"> 1. Explore alternate schedules to allow extended literacy blocks for middle school students 	<ol style="list-style-type: none"> 1. Provide evidence-based interventions in extended literacy blocks 2. L4GA could help purchase leveled libraries to implement Independent Reading as part of the evidence-based intervention block. 3. L4GA could provide funding for professional learning to address providing interventions during independent reading using evidence-based interventions and strategies. <p>(Smith et al, 2016)</p>



Action 5D: All students receive effective writing instruction across the curriculum. (Pre-K through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Some content teachers are incorporating writing routinely 	<ol style="list-style-type: none"> 1. Implement a writing curriculum that is consistent in all content areas 2. Language arts teachers will facilitate collaborative planning to assist content area teachers as they incorporate writing into their subject area (Smith et al, 2016; How 1) 	<ol style="list-style-type: none"> 1. Provide professional learning for content area teachers in writing instruction and scoring (What, 5) 2. Administration observations will monitor the incorporation of writing instruction across content areas 3. Lesson plan reviews will be ongoing to ensure that writing curriculum is evidence based (How, 1) 4. L4GA could provide funding to purchase writing benchmarks like Assesslets developed and managed by UGA’s Georgia Center for Assessment. This could provide another tool for evaluation of students’ writing.



Action 5E: Teachers provide engaging daily instruction in which students read and write enough to build stamina. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Students work with limited success on prolonged assignments or independent work 	<ol style="list-style-type: none"> 1. Use strategic methods to increase student stamina 2. Use activities and educational practices to improve student focus and engagement 3. Foster self-monitoring in students to improve stamina 	<ol style="list-style-type: none"> 1. Participate in professional learning to develop strategies for creating interest and maintaining engagement of students (What, 5) 2. Funding would support the purchase of Jennifer Serravallo’s books, “The Writing Strategies Book” & “The Reading Strategies Book” to be included as part of professional learning.



Action 5F: Students have access to a wealth of texts that are below, at and above grade level. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. ELA Classrooms house leveled readers and a variety of texts of diverse topics, interests, genres, and levels (Why, 59) 2. All students in ELA classrooms have access to Chromebooks and internet 3. The BMS library houses a large collection of books that students can access based on their interests, instructional needs, and reading levels. 4. Teachers have access to a Book Room housing a variety of 6 packs-book sets of differing levels and including all genres (What, 8; How, 9) 	<ol style="list-style-type: none"> 1. Increase student access to text in all classrooms. 	<ol style="list-style-type: none"> 1. Maintain and update current technology 2. Provide science and social studies classrooms with technology to provide access to digital text and resource



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Building Block 6. Professional Learning in Literacy Instruction

Action 6B: Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas. (Kindergarten through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. ELA teachers participate in literacy based professional learning 	<ol style="list-style-type: none"> 1. Continue to provide professional learning opportunities for ELA teachers (What, 5) 	<ol style="list-style-type: none"> 1. Establish a calendar to ensure continued professional learning opportunities for all staff (What, 5) 2. Include content area teachers and paraprofessionals in literacy based professional learning experiences as well as content specific professional learning



*"What"/"How" based on K-12 documents ****Plan supported by data presented throughout**

Application Measurement/Outcomes/Evidence/Artifacts

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	MTSS/Assessment/Data
<ul style="list-style-type: none"> • Completed/revised literacy plans • Completed/revised & shared curriculum maps • Maintain and/or improve stakeholder attendance at literacy events – sign-in sheets • Leadership/faculty/grade/content meeting agendas/minutes • Improved EOG scores • Stakeholder correspondence • Literacy awareness videos shared through CCSS Aptegy App • Literacy awareness /flyers and other promotion materials in community 	<ul style="list-style-type: none"> • Sign-in sheets • Improved EOG scores to include all content areas • Summer Institute documents • Stakeholder invitations/ correspondence • Stakeholder participation in PD – sign-in sheets • Classroom observations • Lesson plans 	<ul style="list-style-type: none"> • Purchase orders • Class observations • Lesson plans • Teacher surveys • Parent surveys • Collaborative meeting agendas/minutes • Chromebooks • Writing Handbooks • Licenses for Online Programs • Gallopade Social Studies Curriculum 	<ul style="list-style-type: none"> • Scores/data reports (screeners, diagnostic, formative, benchmark, summative) • Improved EOG scores • Collaborative meeting agendas/minutes • Lesson plans • Data meetings with grade level teams/ minutes • Vertical data meetings with grade before and grade after/ minutes • Data meetings with leadership/ minutes



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Students & Teachers Loving Literacy & Learning for Life

Students & Teachers Loving Literacy & Learning for Life		
<p>Overview</p> <ul style="list-style-type: none"> • 411 Students • 30 % African American • 61 % White • 4 % Hispanic • 5 % Other • 51% Economically Disadvantaged (Community Eligibility Provision): <p>Currently, 50% of Charlton County High School students qualify for free or reduced lunch. However, this is not an accurate reflection of the actual financial status of our student population. Many of our high school students do not turn in the form to qualify, because they are embarrassed. The percentage of students qualifying in elementary and middle school (avg.73%) more accurately represents our student population. Based on Charlton County’s free and reduced eligibility during the 2018-2019 school year, our entire system met the criteria for Provision 2 meals qualification, so 100% of Charlton County High School students eat breakfast and lunch at No Charge.</p>	<p>Staff</p> <ul style="list-style-type: none"> • 27 Teachers • 1 Speech Pathologist • 3 Paraprofessionals • 1 Counselor • 1 Nurse • 3 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> • MTSS Support • System 44 • Read 180 • Electives: PE/health, art, band, chorus, CTAE, journalism • Work-based learning / CNA • Clubs & Organizations: Student Council, Student Ambassadors, Beta Club, FCA, OASIS club, Robotics Club, One-Act Play • CTSOs: FFA, FBLA, FCCLA • Sports: football, cheerleading, marching band, wrestling, softball, baseball, archery, basketball, golf, tennis, and track & field

Charlton County School District: Charlton County High School Literacy Plan



<p>Literacy Leadership Team</p> <ul style="list-style-type: none"> • Danny McCoy– Principal • Dale Cooper & Thad Marchman– Assistant Principals • Meagan Lee - Media Specialist • Abby Davis – Foreign Language • Lisa McCoy– Special Education • Natalie Newvine – English Language Arts • Jamie Haynes – CTAE / FACS • Nicole Johnson – Math • Greg Amburgy – Social Studies • Tracey Willis - Science • Felicia Sauls Ed.D.– District K-3 Curriculum Coordinator • Jeanne Crews – MTSS Coordinator • Matt Wainright – Gifted Coordinator • Sherilonda Green Ed.D. – Title I/Parent Involvement, EL, & PBIS Coordinator 	<p>Community Assets</p> <ul style="list-style-type: none"> • Church/Faith-based Organizations • Civic Organizations • Three Rivers Regional Library of Charlton County • Charlton County Chamber of Commerce • First Readers of Charlton County • Partners in Education • Childcare Providers • Charlton County Health Department • Okefenokee National Wildlife Refuge 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> • CCGPS/GPS/GSE Implementation • Poverty Training • Standards-based Classrooms • Thinking Maps • Co-teaching • RTI • Depth of Knowledge • Formative Instructional Practices • GRASP • Classworks • Literacy Design Collaborative
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> • Differentiation • PBIS • Thinking Maps • Moby Max • Reading Inventory • System 44 • Read 180 • MTSS 	<p>PL Needs</p> <ul style="list-style-type: none"> • Summer training days for teachers to participate in content specific writing PL and Collaborative Planning efforts for the purpose of developing writing prompts, collecting the grade specific state writing rubrics, and creating an instructional plan for how those rubrics will be used for teaching, student learning, and the evaluation of writing in all content areas. • Summer professional learning days for teachers to collaborate in order to develop benchmark assessments • Professional learning opportunities to assist all teachers at CCHS in developing and implementing appropriate literacy interventions based on RI data and individual student needs 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> • Maintain current licenses for Read 180 and System 44 • Purchase additional licenses to extend student participation in the READ 180 program, therefore offering sustained intensive reading support beyond 9th grade • Purchase leveled classroom libraries with literacy resources that cover a wide range of Lexile levels and a variety of topics related to each content area for classroom reading interventions • Establish a parent resource room with literacy resources and Chromebooks for families to use at home • Utilizing community partnerships, develop and implement a <i>family literacy night</i> to share and model literacy strategies to use at home/provide internet access to families to practice/improve literacy skills beyond school hours



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Building Block 1. Community Partnerships

C. Action: Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<p>1. CCHS currently partners with: Coastal Pines, College of Coastal Georgia, and South Georgia State College (dual enrollment), Vocational Rehabilitation / Easter Seals (provide soft skills training and job placement), High School/High Tech, Unison Behavioral Health, Local Businesses for Work-based Learning, Charlton County Family Connections, Charlton County Called to Care, Charlton County Public Library, Folkston United Methodist Church (Backpack Buddies), Charlton County Sheriff's Department (Shop with a Cop), Charlton County Department of Family and Children's Services (canned food drive), One Blood (blood drives), 4-H (student research projects)</p> <p>(Epstein, 2019)</p>	<p>1. Create a student/parent resource room with literacy resources and technology for families to check out to use at home</p> <p>2. Design and implement a family literacy night sharing print/ online literacy resources and strategies to use during reading activities in the home with students and their families</p> <p>(Epstein, 2019)</p>	<p>1. Data analysis of parent usage of resources in the resource room</p> <p>2. Review data to target students in need for participation in <i>family literacy night</i></p> <p>3. Partner with local churches and businesses to provide resources and support for sustaining <i>family literacy night</i></p> <p>(Epstein, 2019)</p>



D. Action: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A partnership of leaders across the feeder pattern (early learning through 12th grade) has not been established 2. A partnership of learning 9th through 12th grade has been established between the school and other community programs (i.e. Coastal Pines and other dual-enrollment institutions, Work-based learning, Vocational Rehab) to collaborate (Epstein, 2019 / What, 7) <ul style="list-style-type: none"> • The guidance team collaborates with Coastal Pines, and other dual-enrollment institutions, to assess and place students in courses appropriately and develop career goals/plans • The special education team collaborates with Vocational Rehab to ensure students with disabilities receive any necessary services to prepare them for life beyond high school (financial assistance, training for future careers, job placement, etc.) • The guidance team and the CTAE director review student course plans and coordinate with local businesses to place students in the work-based learning program 	<ol style="list-style-type: none"> 1. Establish a team with representatives from every school and early learning programs to meet in partnership to analyze data with regards to student literacy needs 	<ol style="list-style-type: none"> 1. District administrators will oversee the partnership of feeder patterns (vertical alignment meetings) to ensure that data is guiding the decision making process with regards to literacy instruction / interventions (How, 20)



Building Block 2: Engaged Leadership

A. Action: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Administrators research evidence-based literacy instruction practices and share with staff 2. Administrators provide time in the schedule for departmental meetings and vertical planning 3. Administrators participate in literacy-based PL (i.e. Striving Readers Institute, Striving Reader Leadership Institute, department meetings, and District Leadership Team) 4. Administrators provide opportunities for teachers to participate in collaborative planning, peer observations, and professional learning in order to analyze research-based strategies and strengthen literacy instruction <p>(How, 1)</p>	<ol style="list-style-type: none"> 1. Administrators will commit to increase continued research of effective strategies and best practices in literacy instruction 2. Administrators will increase the frequency at which administrators share literacy-based practices with staff <p>(How, 1)</p>	<ol style="list-style-type: none"> 1. Administrators will share successes and student data of literacy instruction practices at the district level (How, 3) 2. Administrators will monitor the use of literacy strategies in weekly lesson plans and adjust school-level PL accordingly (How, 1)



B. Action: A school literacy team, organized by the administrator, is actively affecting change in educator practices. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. The school literacy team meets monthly and has clearly defined literacy goals that have been shared with all faculty and staff (Why, 156) 2. The literacy team maintains a focus on literacy standards in order to model strategies for staff in all academic areas (Why, 156) 3. The literacy team demonstrates examples of best practices during faculty and departmental meetings and shares these practices (Why, 156) 4. The literacy team has created and maintained a Google Classroom where best practices, literacy resources, and strategies are shared for faculty members to access at all times (Why, 156) 5. TKES evaluations focus on the use of best practices in literacy in all academic areas (What, 5) 	<ol style="list-style-type: none"> 1. Continue to share literacy resources and strategies/best practices at an accelerated rate (What, 5) 2. Design and implement a peer mentor program in which a member of the literacy team is paired with a new faculty member to redeliver past demonstrations of effective literacy strategies/ best practices and provide instructional planning support (Why, 148 / How, 7) 3. Provide PL to support literacy instruction in all academic areas (What, 5) 	<ol style="list-style-type: none"> 1. The literacy team will use data from peer observations to identify non-literacy team staff members who use literacy strategies effectively and will ask these teachers to redeliver in faculty meetings (How, 2)



C. Action: School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. The leadership team, and the literacy team, reviews formative and summative data (i.e. EOC, benchmark tests, item analysis) monthly (Why, 32) 2. Administrators regularly observe teachers and students and provide feedback regarding strengths and weaknesses of instruction (What, 8) 3. Administrators regularly conference with staff to discuss benchmark data and set goals for future instruction (What, 8) 4. Innovative literacy instruction is shared with stakeholders throughout the year via the school website and Facebook page (How, 3) 	<ol style="list-style-type: none"> 1. Once vertically aligned writing rubrics and pacing guides have been developed (see building block 3D), rubrics/pacing guides will be shared with all stakeholders via the school website and Facebook page (Why, 31) 2. Administrators, teachers, and students will progress monitor student writing via an online portfolio tool (i.e. seesaw) (Why, 44) 3. Student writing will be shared with stakeholders via an online portfolio tool (i.e. seesaw) to show student growth 4. Administrators will identify areas of strengths and weaknesses in literacy instruction and provide opportunities for peer modeling/observation (How, 3-4 & 7) 	<ol style="list-style-type: none"> 1. Administrators and teachers will continue to monitor growth models to ensure that literacy non-negotiables (goals) are being implemented with fidelity (Why, 31) 2. Encourage teachers in all content areas to utilize an online portfolio tool (ex. Seesaw) to share student literacy successes and growth 3. Develop a vertical and cross curriculum team within the district to review data and communicate literacy needs and successes of students (How, 4)



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Building Block 3. Continuity of Instruction

Action 3B: A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<p>1. School administration/ faculty coordinates with local church/faith-based organizations and civic organizations to provide access to literacy resources for families in need to use at home</p> <p>2. School administration/literacy team coordinates with the local public library to inform students and guardians about events/programs offered to strengthen literacy skills (including digital literacy skills)</p> <p>(Epstein, 2019 / What, 8)</p>	<p>1. Establish a student/parent resource room with literacy resources and technology for families to check out to use at home (How, 5)</p> <ul style="list-style-type: none"> • Add a tab to the CCHS website that houses virtual literacy resources, as well as video clips of literacy strategies in action, for families to access at home to develop literacy skills <p>2. Partner with local churches and businesses to develop and implement a <i>family literacy night</i></p> <ul style="list-style-type: none"> • share literacy resources and strategies to use at home to improve/increase skills • provide internet access for families to use technology for accessing virtual resources to practice/improve literacy skills beyond school hours <p>(Epstein, 2019 / What, 8)</p>	<p>1. School administrators and literacy team will survey students, guardians, and other stakeholders annually to determine if needs are being met and how resources/services provided can be improved</p> <p>2. Partner with the local public library to host events at CCHS, such as author visits, to foster enthusiasm for reading and cultivate other literacy skills.</p> <p>(Epstein, 2019 / What, 8)</p>



Action 3D: Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum. (Grades 3 through 12)

Currently	Going Forward	Expanding/Sustaining
<p>1. The school literacy team, which is comprised of administrators and teachers from all content areas, meets monthly to discuss research of evidence-based strategies, best practices, and data from formative/summative assessments</p> <ul style="list-style-type: none"> • Team members agreed upon and shared a list of literacy non-negotiables (goals) for all teachers at CCHS • Literacy team meeting minutes are redelivered by team members during department and faculty meetings (strategies shared, data outlined and interpreted, etc.) <p>(How, 10 / What, 7)</p>	<p>1. A cross-disciplinary team will collaborate to create vertically aligned writing rubrics to utilize for writing across the curriculum (What, 8)</p> <p>2. A cross-disciplinary team will utilize an online portfolio tool (ex. Seesaw) for collecting student writing samples to evaluate using vertically aligned writing rubrics (Why, 44)</p> <ul style="list-style-type: none"> • This data will be analyzed to track progress towards mastery of literacy goals and to ensure a shared vision for success in literacy endeavors throughout the school <p>(How, 10 / What, 7)</p>	<p>1. Administrators at the district and school levels will create time in the annual schedule for cross-disciplinary teams from each school in the district to meet and share achievement data and progress towards literacy goals</p> <p>2. Share literacy focus and updates of achievement data with stakeholders regularly through athletic/school events and via social media (How, 3)</p> <p>(How, 10 / What, 7)</p>



Action 3E: A systematic process is in place to ensure smooth transitions from one school to another. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Written protocols for transitions between feeder schools exist and are communicated with stakeholders during 8th Grade Orientation <ul style="list-style-type: none"> • The CCHS guidance team (counselor, graduation coach, data clerk, and administrators) coordinates with the BMS guidance team to plan and host an 8th Grade Orientation each spring for upcoming freshman to learn about the following: courses, pathways, dual-enrollment, grade point averages, and the HOPE scholarship • The guidance team meets with individual students/guardians during 8th Grade Orientation to map out a four year plan • This event is advertised on the school website and Facebook page 2. The 8th grade ELA, math, and special education teachers at BMS coordinate with 9th grade ELA / READ 180, math, and special education teachers at CCHS to analyze achievement data and place upcoming freshman accordingly (Schlosser, 2015) 	<ol style="list-style-type: none"> 1. Teachers that are freshman class sponsors will be included in the planning/implementation of 8th Grade Orientation <ul style="list-style-type: none"> • These teachers will be available at this event to meet with their upcoming homeroom students and guardians to assist with mapping out four year plans 2. A vertical alignment team will be created to include BMS and CCHS teachers from <i>all</i> content areas (Schlosser, 2015) <ul style="list-style-type: none"> • This team will meet biannually to share achievement data, review/revise expectations for performance, and address specific academic needs • Representatives from the CCHS literacy team will be included on the vertical alignment team – these representatives will communicate transition protocols during literacy team meetings • SLDS refresher information will be provided to faculty during vertical alignment 3. Additional stakeholders will be asked to join the CCHS literacy team (students, guardians, and other community members) to provide input regarding school literacy goals as well as protocols for transitioning between schools (Epstein, 2019) 	<ol style="list-style-type: none"> 1. Incoming freshman will be surveyed to collect data regarding their experience transitioning from middle to high school <ul style="list-style-type: none"> • These students will be given the opportunity to make suggestions for improvement 2. In order to ensure continuity, administrators at the district level will oversee vertical alignment team meetings and will guide teachers in reviewing/revising protocols (Schlosser, 2015) <ul style="list-style-type: none"> • District level administrators will be responsible for creating and sharing the timeline for vertical alignment meetings • Students, guardians, and other community members will be asked to join vertical alignment teams to incorporate input from varying perspectives regarding the school transition process (Epstein, 2019)

Charlton County School District: Charlton County High School Literacy Plan



Action 3F: Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> The public library promotes literacy by providing access to books and digital literacy resources for students and families <ul style="list-style-type: none"> Public library employees coordinate with school media specialists to share information about upcoming events (ex. summer reading program and desktop publishing classes) – this information is posted on flyers throughout the school and shared via the school website and Facebook page The Charlton County Family Connections Book Boxes initiative provides access to print resources for all community members Partnerships exist between CCHS and the Department of Family and Children Services as well as local churches – these organizations help ensure that students in need receive school supplies necessary for academic success <ul style="list-style-type: none"> Social workers coordinate with teachers and members of the school guidance team to follow up on attendance records and academic performance of students on their caseload High School High Tech offers an essay contest to students who in essay format express a need for a laptop computer in their post-secondary lives Coastal Pines Librarians partner with CCHS librarian to share literacy resources with dual-enrollment students <p>(Epstein, 2019 / What, 8 / How, 9)</p>	<ol style="list-style-type: none"> Identify other agencies within the community (i.e. local churches) to provide learning supports to target student improvement <ul style="list-style-type: none"> Coordinate with these agencies frequently to inform students and families of resources available to them in the CCHS resource room Communicate regularly with other schools, and early learning institutions within the district, to discuss supports provided by out-of-school agencies and identify/fill program gaps (How, 13) <p>(Epstein, 2019 / What, 8 / How, 9)</p>	<ol style="list-style-type: none"> Partner with agencies to provide after-school programs within the community to improve literacy gaps Partner with agencies to offer incentives for school-wide literacy celebrations for students who have met their literacy goals A First Readers Community Action Team of Charlton (CAT) booth will be set up at the CCHS Fall Festival and at local athletic events with high school student volunteers promoting the importance of early literacy <p>(Epstein, 2019 / What, 8 / How, 9)</p>



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Building Block 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

Action 4B: An infrastructure for on-going, formative and summative assessments is in place. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<p>1. Review/analyze GMAS and RI screener data for student placement and remediation (What, 8/Why, 96)</p> <ul style="list-style-type: none"> • Content summary reports are utilized to modify pacing guides and assist teachers in identifying weak content areas - additional instructional time is then devoted to teaching this content and developing these skills • Individual student reports are reviewed and utilized to assist in student placement in reading intervention programs (READ 180 and System 44) 	<p>1. Create vertically aligned benchmark assessments in all content areas (What, 8)</p> <p>2. Develop a timeline for collaborative planning for teachers to review and analyze benchmark assessment data to create meaningful interventions and enrichments (What, 8)</p> <p>3. Create vertically aligned writing rubrics to be utilized for writing across the curriculum (What, 8)</p>	<p>1. Assign administrator roles to ensure the development of benchmarks and analysis of data is being completed timely and effectively (What, 8)</p> <p>2. L4GA funds will be used to provide summer PL days for teacher collaboration in order to develop vertically aligned writing rubrics</p> <p>3. L4GA funds will be used to provide summer PL days for teacher collaboration to develop benchmark assessments (USA Testprep, Mobymax)</p> <p>4. PL opportunities will be provided for all teachers to develop and implement appropriate literacy interventions based on RI data and individual student needs</p> <p>(What, 13-14 / How, 29-30)</p> <p><i>See the chart on the next page</i></p>



Formative Assessment Protocol

Addresses Building Block 4b & 4f

	Administer Assessments What are they? How often are they administered?		Collaborative Planning How are you going to use the data to inform instruction?	Instructional Planning for Redelivery of Content	Assess Students' Success or Failure What are the next steps? What happens after students master the content? What happens when students do not master the content?
Formative Assessments	USA Testprep MobyMax Kahoots Ticket Out the Door Think-Pair-Share Google Forms	Teachers Grade Assessments / Disaggregate the Data	After item analysis of formative assessments, teachers discuss the following: *grouping strategies for intervention and enrichment *adjustments needed for instruction -pacing -re-teaching/tutoring -remediation/enrichment	Specific instruction is delivered based on individual student assessment results (ex. USA Testprep item and individual analysis) *Data is used to drive instruction: adjustment to pacing guides, re-teaching, remediation, enrichment	*Data is used to drive instruction: adjustment to pacing guides, adjust grouping, re-teaching, remediation (tutoring), enrichment *Extended learning time for students not making adequate progress
	Benchmark Assessments		USA Testprep Google Classroom EOCs <i>Expanding</i> *Writing Benchmarks (developing during the 2020/2021 school year) *Assesslets	After item analysis of formative assessments, teachers discuss the following: *grouping strategies for intervention and enrichment *adjustments needed for instruction -pacing -re-teaching/tutoring -remediation/enrichment *EOC data is reviewed to see what areas of instruction need to be strengthened	Specific instruction is delivered based on individual student assessment results (ex. USA Testprep item analysis) *Data is used to drive instruction: adjustment to pacing guides, re-teaching, remediation, enrichment -EOC data is used to make necessary adjustments

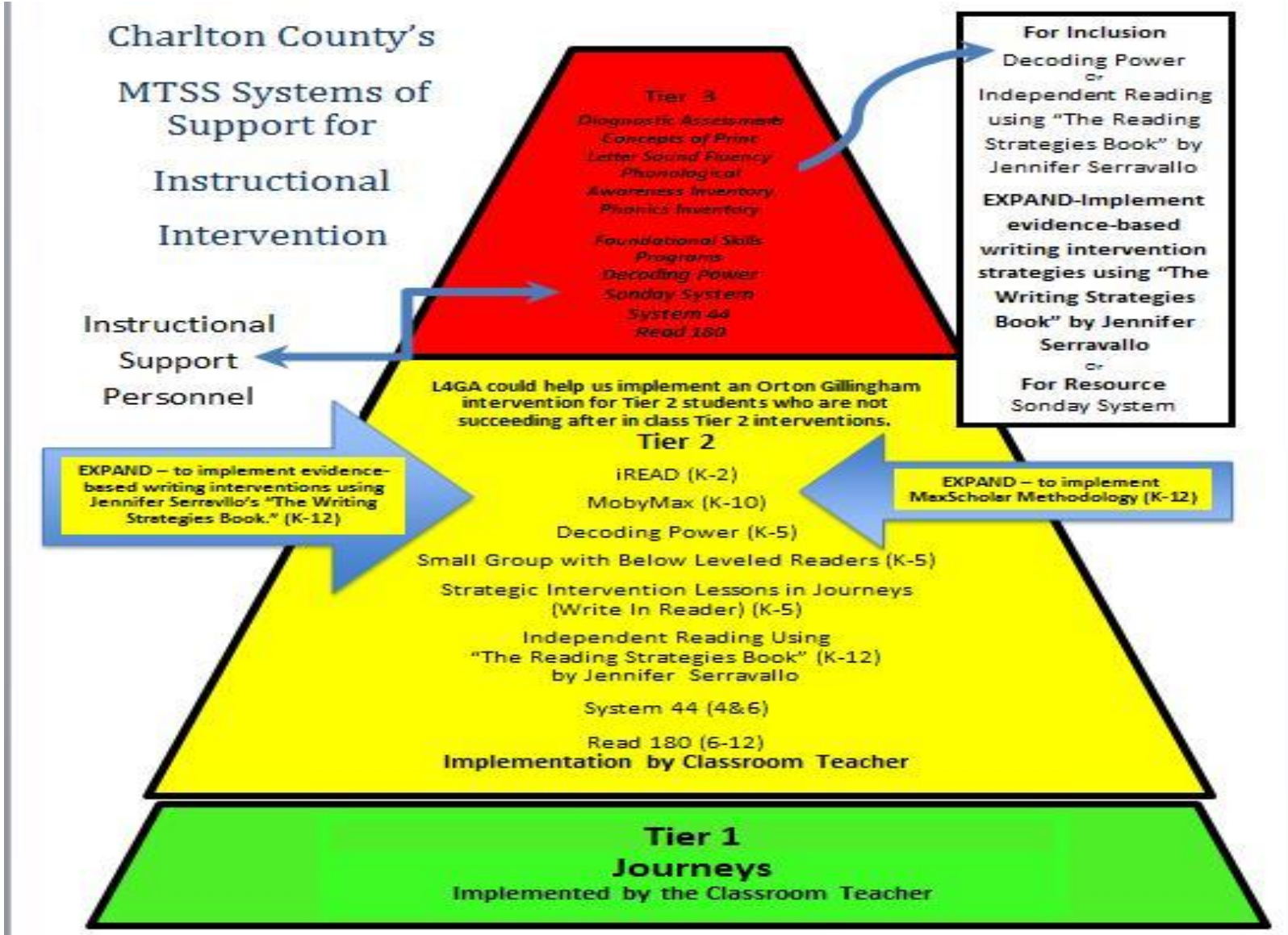


Action 4C: A system for on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Timeline for administering RI and reviewing data for goal setting exists - 3 times per school year (What, 8 / How, 15) 2. Use of RI assessment data for guiding literacy instruction in the READ 180 classes (What, 8 / How, 15) 3. A group of selected teachers attended PL on using MobyMax as a remediation tool (Why, 141) 4. Some teachers in the school are using MobyMax for progress monitoring and remediation 5. Individual RI growth reports are shared with students and guardians three times per year (Why, 31) 6. School RI data is shared with stakeholders three times per year on the school website and Facebook page (How, 2-3) 	<ol style="list-style-type: none"> 1. Review/analyze RI data for strategic instructional planning – intervention/enrichment (Why, 99) 2. Create a system to ensure effective transition of data analysis between schools (Schlosser, 2015) 3. Use RI assessment data for guiding literacy instruction across the curriculum (What, 8 / How, 15) 4. Teachers that are successfully using MobyMax and USA Testprep for progress monitoring and remediation will be identified by administrators and will model and share their successes in the faculty Google Classroom (What, 15) <ul style="list-style-type: none"> • Ongoing Progress Monitoring Plan: Within each program, individual student weaknesses are identified > teachers conference with students to review feedback provided within the program based on assessment results > the program the prescribes tailored instruction based on individual student needs and the teacher monitors student review of said instruction 	<ol style="list-style-type: none"> 1. Administrators will identify teachers within our school that are effectively collecting and analyzing data to create appropriate enrichments and interventions for all students (How, 7) <ul style="list-style-type: none"> • Said identified teachers will train remaining faculty members to effectively collect and analyze data to drive instruction 2. Prioritize budget decisions based on literacy needs identified through RI and GMAS data (How, 2) <p style="text-align: center;">See the chart on the previous page</p>



Action 4D: “At –risk” indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning. (Pre-K through 12 th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Utilize Universal Screener (RI) data for MTSS placement (How, 15 & 18) 2. Phonics Inventory is utilized as a diagnostic assessment for students not making adequate progress in reading intervention programs (READ 180 / System 44) <ul style="list-style-type: none"> • Intervention is modified for individual students based on assessment data 3. Use technology for communicating data to district/building literacy leadership teams in a timely manner (What, 8 / Why, 96) 	<ol style="list-style-type: none"> 1. Purchase a diagnostic testing system to analyze trouble areas for students who have been identified for placement in MTSS (How, 18) 2. Use L4GA grant funds to purchase <i>Assesslets</i> to identify individual student weaknesses and provide strategic interventions (How, 18) 	<ol style="list-style-type: none"> 1. Monitor student progress in/out of MTSS based on screening data to ensure diagnostic process effectiveness (What, 8) 2. In order to implement <i>Assesslets</i> with integrity, L4GA grant funds will be used to provide PL for all teachers <p style="text-align: center;">See the graphic on the next page</p>





Action 4E: Summative outcome data are reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions. (Pre-K through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. High school READ 180 teachers and administrators coordinate with middle school ELA teachers to review RI, EOG, and classroom data to ensure appropriate placement of upcoming freshman students (Schlosser, 205) 2. Accuplacer results, along with grade point average requirements, are reviewed by administrators and guidance staff to place students in college level literacy courses (How, 15) 3. Student progress is evaluated through summative data to modify instruction regularly(What, 9) 	<ol style="list-style-type: none"> 1. Additional summative data will be used to determine student readiness and placement in college level literacy courses (How, 15) 	<ol style="list-style-type: none"> 1. Vertical collaboration across the district within departments to ensure student readiness as they transition from feeder schools Schlosser, 2015) <ul style="list-style-type: none"> • Schedule created by administrators at the district and school levels to ensure vertical alignment is occurring regularly and data reflects student growth 2. Provide students time within their school schedule to ensure continued participation in the READ 180 program, as needed, based on RI data (How, 4) 3. Additional licenses to extend student participation in the READ 180 program will be purchased using LAGA grant funds, therefore offering sustained intensive reading support beyond 9th grade (How, 15)



Action 4F: A clearly articulated protocol for using data to improve teaching and learning is followed. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Teachers use data in SLDS, EOC, and benchmark data to identify student strengths and weaknesses and differentiate instruction accordingly (What, 8-9) 2. Teachers conference with homeroom students three times per year to review preceding RI data and set goals for Lexile growth (What, 8 / Why, 52-53 / How, 18) 3. Teachers at CCHS coordinate with teachers at BMS to review achievement data for upcoming freshmen and assure appropriate placement (Schlosser, 2015) 	<ol style="list-style-type: none"> 1. Leveled classroom libraries for all teachers will be purchased (Why, 59) <ul style="list-style-type: none"> • Libraries will include literacy resources covering a wide range of Lexile levels and a variety of topics related to each content area • Libraries will be used in conjunction with RI data to create/execute appropriate literacy interventions for all students (increase vocabulary, improve comprehension, etc.) (Why, 51) 2. Increase the frequency with which RI data is utilized to conference with students regarding individual needs for Lexile growth in all classrooms (What, 8 / Why, 52-53 / How, 18) 	<ol style="list-style-type: none"> 1. Review RI data, after leveled classroom libraries have been purchased and utilized for intervention/enrichment in all classrooms, to determine impact on RI data <ul style="list-style-type: none"> • Purchase additional resources to expand classroom libraries 2. Utilize an online portfolio tool (ex. Seesaw) to allow teachers, students, and parents to track progress with RI goals and effectiveness of interventions/enrichments through the use of leveled classroom libraries <p>(What, 8 / Why, 52-53)</p> <p><i>See the chart on the next page</i></p>

Charlton County School District: Charlton County High School Literacy Plan



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher/volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory / Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It will provide more reliable data. We need professional learning to add the use of Test Pad in the SLDS platform to our current assessment practices.
2. Add data to Tier 1 Data Review Forms	B, M, E	Classroom Teachers	Grade Specific Assessment Data	We also need to add the use of Asseslets as a writing benchmark for 3 rd -12 th grade. This would need to include professional learning.
3. Identify "At-Risk" Students	B, M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B, M, E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K – 1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From "The Reading Strategies Book," The "Writing Strategies Book," and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 & Tier 3 are Progress Monitored once every 2 weeks. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> ▪ Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? ▪ Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student's academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Methodology ○ 4-5 / System 44 ○ 6-12 / Read 180
To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Methodology (OGM) like MAXSCHOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving the (OGM) lessons from the interventionist.				



Action 4G: Student Support Team and Data Team monitor progress jointly. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<p>1. District wide parent-teacher conferences are scheduled three times per year in order to provide opportunities for SSTs to meet with parents of students struggling to make progress on literacy standards</p> <ul style="list-style-type: none"> Formative and summative data, as well as attendance and disciplinary data, is reviewed in order to make an appropriate plan for supporting the student <p>2. The school leadership and literacy teams have monthly meetings to review student achievement data, along with attendance and disciplinary data, to identify strengths as well as areas of weaknesses</p> <p>3. Graduation Specialist meets regularly with students who are not making adequate progress and their teachers to identify and provide appropriate interventions and supports</p> <p>4. Content-area department meetings are held weekly to monitor Tier 2/ 3 students' progress and determine interventions / successes</p> <p>(What, 12 / How, 18-19)</p>	<p>1. Create a schedule for the SST to meet regularly to discuss, develop, and implement appropriate interventions</p> <p>2. Implement the use of an online portfolio tool (ex. Seesaw) for all students at CCHS to use for review of assessment and progress monitoring data</p> <p>3. CCHS SST coordinator will attend teacher planning RTI meetings once a month to monitor Tier 2 / 3 students' progress and determine more intensive interventions, when necessary</p> <ul style="list-style-type: none"> A folder with resources and documentation protocols will be kept and shared with faculty of CCHS <p>(What, 12 / How, 18-19)</p>	<p>1. Vertical collaboration between SST team and data team members across the district to ensure student readiness as they transition from feeder schools</p> <ul style="list-style-type: none"> Schedule created by administrators at the district and school levels to ensure vertical alignment is occurring regularly and data reflects student growth <p>(Schlosser, 2017)</p>

Charlton County School District: Charlton County High School Literacy Plan



Action 4H: Specifically designed learning is implemented through supports and interventions based on diagnostic data of a student's needs. (Kindergarten through 12 th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Core content and special education teachers collaborate to develop and implement appropriate interventions for struggling students based on benchmark and EOC data (What, 12) <ul style="list-style-type: none"> • When these efforts are unsuccessful, the district school psychologist, SPED director, and SPED teachers are consulted to devise a plan for further testing in order to ensure student success 2. An inclusion class is provided for students with disabilities in need of intensive and one-on-one instructional support (What, 12) <ul style="list-style-type: none"> • Students with disabilities are served in the least restrictive environment 3. Some teachers in the school are using MobyMax as a diagnostic tool for progress monitoring and remediation 4. READ 180 and System 44 are being used for progress and diagnostic monitoring 	<ol style="list-style-type: none"> 1. Teachers that participated in MobyMax training (January 2020) will redeliver to all faculty members 2. All teachers at CCHS will use MobyMax as a diagnostic tool to identify individual areas of weakness and guide curriculum planning 3. Teachers will utilize RI and MobyMax progress monitoring data to develop appropriate supports for students not making adequate progress <ul style="list-style-type: none"> • MobyMax will be used to provide remediation; leveled classroom libraries will be employed to provide appropriately leveled literacy resources to increase Lexile growth (Why, 51) • GoGuardian will be purchased for mobile and desktop devices so that teachers can oversee/control student use during remediation / administration of benchmarks and to ensure student on-task behavior <p style="text-align: center;">(What, 12 / How, 17)</p>	<ol style="list-style-type: none"> 1. In the spring, RTI coordinators from BMS and CCHS will meet to compile and share progress monitoring data (i.e. Phonics Inventory, RI, MobyMax) and discuss interventions needed for specific students (Scholsser, 2017 / What, 12) <ul style="list-style-type: none"> • CCHS RTI coordinator will devise a plan for sharing necessary data and interventions with applicable classroom and special education teachers • The District MTSS coordinator will serve as a resource for data sharing and intervention development

Charlton County School District: Charlton County High School Literacy Plan



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory / Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It will provide more reliable data. We need professional learning to add the use of Test Pad in the SLDS platform to our current assessment practices.
2. Add data to Tier 1 Data Review Forms	B, M, E	Classroom Teachers	Grade Specific Assessment Data	We also need to add the use of Asseslets as a writing benchmark for 3 rd -12 th grade. This would need to include professional learning. Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
3. Identify “At-Risk” Students	B, M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B, M, E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K – 1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From “The Reading Strategies Book,” The “Writing Strategies Book,” and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 & Tier 3 are Progress Monitored once every 2 weeks. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> • Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? • Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student’s academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Methodology ○ 4-5 / System 44 ○ 6-12 / Read 180
To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Methodology (OGM) like MAXSCHOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving the (OGM) lessons from the interventionist.				



**Students & Teachers Loving
Literacy & Learning for Life**

Building Block 5. Tiered Supports

Action 5B: High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<p>1. Administrators employ professionally qualified teachers and communicate high expectations for teaching/assessment of GSE (How, 1)</p> <ul style="list-style-type: none"> • Administrators observe and conference with faculty members regularly - student achievement data is reviewed during conferencing and plans for improving instruction are discussed • Teachers in EOC tested courses quartile students, utilizing classroom and state assessment data, to provide appropriate interventions and instructional supports (i.e. MobyMax, cloze note-taking, annotating reading passages, differentiated teacher rotations) (How, 24) • The graduation specialist is consulted when students are not making adequate progress and a plan for remediation is developed/implemented (How, 26) • CCHS teachers are working towards the school motto: <i>ONE tribe, ONE goal, College and Career Ready</i> 	<p>1. Administrators will identify <i>master teachers</i> who are regularly and efficiently utilizing assessment data to design/implement appropriate instructional supports for students to improve achievement (How, 4 & 7)</p> <ul style="list-style-type: none"> • These teachers will mentor other teachers at CCHS who are struggling to interpret and make use of data effectively • <i>Master teachers</i> will be asked to showcase the strategies they employ, regarding the use of data to guide instruction, during faculty and department meetings <ul style="list-style-type: none"> • These strategies will be shared in the faculty Google Classroom to accommodate new hires and teachers that may need to revisit this professional learning in the future <p>2. L4GA grant funds will be used to purchase classroom leveled libraries, including materials that cover a variety of topics/interests, will be purchased to ensure equitable access to literacy resources for all students (Why, 59)</p>	<p>1. Survey teachers annually to determine the effectiveness of professional learning provided through the master teacher mentor program as well as the faculty Google Classroom</p> <p>2. Survey students annually to learn whether or not individual needs are being met in regards to the availability of print and digital literacy resources in classroom leveled libraries</p> <ul style="list-style-type: none"> • Use this data to purchase new materials/maintain equitable access <p>(Why, 120-121)</p>



Action 5C: Students receive literacy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Students are enrolled in at least one ELA course each school year (How, 3) <ul style="list-style-type: none"> • All ELA courses follow a 90 minute block schedule • Instruction is aligned with GSE 2. Literacy non-negotiables (goals) have been created and shared by the literacy team - teachers across the curriculum use these to guide instruction (How, 5 / What, 5) 	<ol style="list-style-type: none"> 1. Purchase leveled classroom libraries to promote student self-selection of reading materials and ensure equitable access for all students (Why, 51 & 59) <ul style="list-style-type: none"> • Libraries will include literacy resources covering a wide range of Lexile levels and a variety of topics related to each content area • Libraries will be used in conjunction with RI data to create/execute appropriate literacy interventions for all students (increase vocabulary, improve comprehension, etc.) • All classrooms will implement a designated reading / respond time to ensure all students have opportunities to improve Lexile growth while accessing a variety of print and digital resources 2. Increase the frequency with which RI data is utilized to conference with students regarding individual needs for Lexile growth in all classrooms (What, 8 / Why, 52-53 / How, 18) <ul style="list-style-type: none"> • Content area teachers will use student Lexile scores to match students with appropriate reading resources and effectively create differentiated groups 3. Vertically aligned writing rubrics will be used to analyze writing samples and develop appropriate interventions/enrichments for all students (Why, 44 / How, 8 & 15) 	<ol style="list-style-type: none"> 1. Literacy strategies will be documented in teacher lesson plans 2. The literacy team will peer-evaluate and survey teachers regularly to learn which literacy strategies shared in the faculty Google Classroom are being utilized effectively (How, 7) <ul style="list-style-type: none"> • This data will be used to include additional helpful tools and resources for improving instruction, intervention, and enrichment



Action 5D: All students receive effective writing instruction across the curriculum. (Pre-K through 12 th Grade)		
Currently	Going Forward	Expanding/Sustaining
<p>1. Administrators and teachers model correct grammar usage and write in complete sentences</p> <ul style="list-style-type: none"> Students are expected to write in complete sentences and use correct grammar in all classrooms (literacy non-negotiable) <p>2. Students receive explicit writing instruction that is aligned with GSE in all ELA classrooms</p> <ul style="list-style-type: none"> Teachers across the curriculum provide opportunities for students to showcase their learning through writing <p>(What, 10)</p>	<p>1. A cross-disciplinary team will collaborate to create vertically aligned writing rubrics to utilize for writing across the curriculum (What, 8 / Schlosser, 2017 / How, 8)</p> <ul style="list-style-type: none"> The cross-disciplinary team will utilize an online portfolio tool (ex. Seesaw), along with these rubrics to collect/evaluate student writing and tailor instruction (progress monitoring, interventions/enrichments, tier 1 instruction, etc.) Students will use an online portfolio tool (ex. Seesaw), along with writing rubrics, to collect/review their own writing samples for progress monitoring and goal setting To ensure continuity, CCHS will begin using the RACES model of argumentative writing rather than the CSET model <p>2. Annually, the Literacy Team will review the non-negotiables (goals) with staff to ensure that teachers have a shared vision for writing expectations (How, 5)</p> <ul style="list-style-type: none"> The team will review the RACES model of argumentative writing and provide exemplary writing samples for teachers to use as guides for grading student writing 	<p>1. The literacy team will conduct peer-observations regularly to determine if writing rubrics are being employed successfully across the curriculum (How, 7)</p> <ul style="list-style-type: none"> When necessary, additional resources and support will be provided to individual teachers to ensure success <p>2. CCHS will partner with community organizations to identify exemplary writers that can volunteer as student mentors (Epstein, 2019 / How, 9)</p> <ul style="list-style-type: none"> Mentors will collaborate with individual students, proofreading their work and offering suggestions for how to improve their writing <p>3. Administrators will monitor student online portfolios (ex. Seesaw) to ensure that teachers are effectively implementing the use of rubrics for writing assignments (Why, 44)</p>



Action 5E: Teachers provide engaging daily instruction in which students read and write enough to build stamina. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Media Specialist is available to collaborate with teachers to develop print and/or virtual collections of literacy resources relating to a unit of study (Why, 58-59) 2. Teachers have access to a repository of literacy strategies and instructional resources through the faculty Google classroom (How, 3-4) 3. Students are regularly rewarded for mastery of reading goals/RI growth and celebrated via the school website and Facebook page (How, 2 & 9) 	<ol style="list-style-type: none"> 1. All classrooms will implement a designated reading/ response time to ensure all students have opportunities to improve Lexile growth while accessing a variety of print and digital resources (How, 8 & 10-12) 2. Utilize technology to promote engagement in reading and writing via social media (digital citizenship) (What, 11 / How, 11) 3. Teachers will begin documenting reading and writing connections in their daily lesson plans <ul style="list-style-type: none"> • Administrators will monitor lesson plans to ensure all teachers are providing ample opportunities for reading and writing 4. CCHS will purchase a software program to check student work for plagiarism in order to ensure that students are appropriately utilizing writing techniques to promote stronger writers 	<ol style="list-style-type: none"> 1. Administrators will monitor student online portfolios (ex. Seesaw) to ensure that teachers are effectively implementing the use of rubrics for writing assignments (Why, 44) 2. Teachers will develop lessons with the focus of relating academic lessons to real-world applications (ex. job interviews, complete job applications, writing resume) (How, 14) <ul style="list-style-type: none"> • CCHS will partner with Coastal Pines for the college to communicate the importance of workplace literacy skills to students (Why, 28)



Action 5F: Students have access to a wealth of texts that are below, at and above grade level. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. The library at CCHS houses 14,000+ print resources, with varying Lexile levels, that cover a wide range of content (How, 8 / What, 11) <ul style="list-style-type: none"> • Students and teachers have access to these resources at all times during the school day • Interlibrary loans can be completed for students requiring access to additional resources below grade level 2. Only a few classrooms have a classroom library for students to access print materials 3. Many classrooms lack available technology for students to access digital print materials 4. Media Specialist is available to collaborate with teachers to develop print and/or virtual collections of literacy resources relating to a unit of study (Why, 58-59) 	<ol style="list-style-type: none"> 1. Purchase leveled classroom libraries to promote student self-selection of reading materials on student's Lexile level and ensure equitable access (Why, 51 & 59) <ul style="list-style-type: none"> • Purchase additional Chromebooks for students to access digital resources 2. Media Specialist will increase the frequency with which she meets with classroom teachers to promote the use of digital collections to increase literacy (Why, 58-59) 	<ol style="list-style-type: none"> 1. Create a digital book club in which students will make recommendations of books in a variety of genres for their peers to enjoy (What, 11 / How, 7)



Building Block 6. Professional Learning in Literacy Instruction

Action 6B: Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas. (Kindergarten through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Administrators (How, 1): <ul style="list-style-type: none"> • research evidence-based practices and participate in literacy PL through our district RESA as well as the SRG grant initiative (i.e. summer institute) • redeliver learning to faculty members • provide opportunities for teachers to participate in collaborative planning, peer observations, and professional learning in order to analyze research-based strategies and strengthen literacy instruction • monitor instruction through classroom observations/TKES and evaluate student achievement data to determine effectiveness of PL/plan for future PL opportunities 2. The school literacy team members model evidence-based literacy strategies for staff members to utilize in all academic areas (How, 2-3) <ul style="list-style-type: none"> • Videos of best practices and literacy resources are shared in a faculty Google classroom to provide 24/7 access for all users 3. Teachers participate in literacy PL through our district RESA as well as the SRG grant initiative (i.e. summer institute) (What, 13-14 / How, 29-30) 4. District level administrators survey all certified employees annually to learn what PL opportunities are needed and make plans accordingly 	<ol style="list-style-type: none"> 1. Administrators and the school literacy team will continue to participate in literacy PL and research effective strategies to share best practices at an accelerated rate (How, 1-3) 2. Peer Mentor Program – <i>See Building Block 2B</i> (How, 7) 3. Provide PL to support literacy instruction in all academic areas 4. L4GA grant funds will provide summer PL days for teacher collaboration in order to develop vertically aligned writing rubrics 5. L4GA grant funds will provide summer PL days for teacher collaboration to develop benchmark assessments, assessment protocols, and an assessment timeline/calendar (USA Testprep, Mobymax) 6. PL opportunities will be provided for all teachers to develop and implement appropriate literacy interventions based on RI data and individual student needs <p>(What, 13-14 / How, 29-30)</p>	<ol style="list-style-type: none"> 1. Peer Observations – <i>See Building Block 2B</i> (How, 7) 2. Administrators will monitor the use of literacy strategies in weekly lesson plans and adjust school-level PL accordingly 3. All certified personnel will be surveyed annually to learn what PL opportunities have been beneficial and what needs should be addressed moving forward <p>(What, 13-14 / How, 29-30)</p>



*"What"/"How" based on K-12 documents

**Plan supported by data presented throughout

Application Measurement/Outcomes/Evidence/Artifacts

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	MTSS/Assessment/Data
<ul style="list-style-type: none"> • Completed/revise literacy plans • Completed/revise & shared curriculum maps/pacing guides • Maintain and/or improve stakeholder attendance at literacy events – sign-in sheets • Leadership, faculty, department, content meeting agendas/minutes • Improved EOC scores (Why, 30) • Stakeholder correspondence • Literacy awareness videos shared through CCSS AppTegy App • Literacy awareness/flyers and other promotion materials in community 	<ul style="list-style-type: none"> • Sign-in sheets • Improved EOC scores to include all content areas (Why, 30) • Summer Institute documents • Stakeholder invitations/correspondence • Stakeholder participation in PL – sign-in sheets • Classroom observations • Lesson plans 	<ul style="list-style-type: none"> • Purchase orders • Class observations • Lesson plans • Teacher surveys • Parent surveys • Collaborative meeting agendas/minutes 	<ul style="list-style-type: none"> • Scores/data reports (screeners, diagnostic, formative, benchmark, summative) • Improved EOC scores (Why, 30) • Collaborative meeting agendas/minutes • Lesson plans • Data meetings with departmental teams/minutes • Vertical data meetings with grade before and grade after/minutes • Data meetings with leadership/minutes



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<p>Overview</p> <ul style="list-style-type: none"> Title I School (Pre-K-5) 514 Students 32 % African American 58% White 2% Hispanic 7% Other 70% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> 36 Teachers (PreK - 3) 2 Speech Pathologist 14 Paraprofessionals 1 Counselor 1 Nurse 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> Journeys Tier 1 Core Academics K-3 Grades Decoding Power / K-3 Grades Sunday System/ K-3 Grades Specials: PE/Health, Computer Lab, Music Music Gang Choir Orff Ensemble PBIS Celebrations (Dance, lunch with principal, principal for 1 hour) Shop with a Cop
<p>Literacy Leadership Team</p> <ul style="list-style-type: none"> Michael Walker – Principal Becky Gowen – Assistant Principal Valerie Gowen – Kindergarten Jenna Johnson – 1st Grade Heather Billington – 2nd Grade Kara Chesser – 3rd Grade Felicia Sauls Ed.D.– District K-3 Curriculum Coordinator Jeanne Crews – MTSS Coordinator Matt Wainright – Gifted Coordinator Sherilonda Green Ed.D. – Title I/Parent Involvement, EL, & PBIS Coordinator 	<p>Community Assets</p> <ul style="list-style-type: none"> Church/Faith-based Organizations Civic Organizations Three Rivers Regional Library of Charlton County Charlton County Chamber of Commerce Erst Readers of Charlton County Partners in Education Childcare Providers Charlton County Health Department Okefenokee National Wildlife Refuge 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> Writer’s Workshop Learning Focus Guided Reading Growing Readers CCGPS/GPS/GSE Implementation Poverty Training Standards-based Classrooms Thinking Maps Co-teaching RTI Focus Walks/Peer Observation iRead Reflex Math
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> Growing Readers Guided Reading Sunday System Decoding Power HMH Journeys Reading (Tier 1) Go Math & Reflex Math Reading Renaissance (AR) Social Studies Studies Weekly Science Studies Weekly Data Analysis and Utilization Thinking Maps Differentiation PBIS iRead Moby Max MTSS / DIBELS & Reading Inventory 	<p>PD Needs / Need for L4GA Grant</p> <ul style="list-style-type: none"> Content Area Writing Training for all Certified Staff Integrating technology into classroom instruction Expanding educator understanding of early literacy skills and the foundational skills needed to become a reader Analyzing student data Using data to inform intervention needs for all students 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> Technology for delivery of ELA in K-3 Resource Materials for Reading Volunteers Mentor Texts for Read Aloud Lessons Leveled books for independent reading Computer typing program Cross-Curricular reading materials Computer-based reading assessment program Ink for printers Provide all stakeholders with PD necessary to help children become proficient in literacy Provide/distribute literacy resources to families and throughout the community PD for providing students foundational skills interventions



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Building Block 1. Community Partnerships

A. Action: Partnerships of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade. (Birth through 5th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Shop With a Cop: Charlton County Sheriff's office 2. Red Ribbon Week: Charlton County Sheriff's Department 3. Stop, Drop, and Roll: Charlton Fire Dept. 4. Parent Volunteers 5. Progressive Insurance: STEM Project 6. Community member on PBIS Team 7. PTO 8. Family Connections 9. Head Start 10. Charlton County Health Department 11. Georgia Power: Literacy Science Program 12. Okefenokee Swamp: Literacy on Environmental Science 13. Book Fair 14. Book It! Program – Pizza Hut 15. ECC High School Student Volunteer 16. Ferst Readers CAT of Charlton County 	<ol style="list-style-type: none"> 1. Include local partnership organizations... <ul style="list-style-type: none"> • on family engagement nights • in community partnership nights • in community mentoring program • as community readers 2. Continue collaborating with families in promoting Essential Literacy Practices Birth-3 3. Continue to educate families on Ferst Readers and what it offers. 4. Continue to support the registration of children Birth to age 5 for Ferst Readers to give children and families monthly access to books and literacy based activities for their homes. 	



		<ol style="list-style-type: none">1. We would like improve students' and families' access to more literature by providing an online library.2. Quarterly meetings with community partnerships3. Provide local partnerships with access to more literacy information through social media platforms (Facebook, Twitter, etc.) and messaging using the "Charlton County Schools, GA App" by AppTegy.4. Purchase and/or create summer transition packets to include books and literacy resources. Create and organize a check out system to help families create a literacy rich environment in their homes5. Support a new partnership with "Charlton Cares" to open lines of communication between the organization, school nurses, and counselors to provide access for students and families to essential basic needs.
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B. Action: The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth through 5th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Kindergarten teachers meet with Headstart once a year 2. Ferst Readers CAT of Charlton participated in Family Engagement events to educate parents about the importance of early literacy and what the program offers. 3. Private Pre-K visits our school in May 4. Family Connection helps provide families with access to literacy resources around the community by putting "Book Boxes" in local businesses. 5. Charlton County Health Department partners with Ferst Readers CAT of Charlton to help educate families about registering to receive free books mailed to their homes monthly. CCHD also educates families about other programs that support early literacy like Babies Can't Wait. 	<ol style="list-style-type: none"> 1. Continue partnership with Headstart 2. Continue partnership with Ferst Readers 3. Continue monthly contacts with private Pre-K and include local childcare facilities that will include a curriculum focus 4. Provide students and families moving to the next grade with curriculum information and home practice materials (including upcoming Pre-K children) 5. Continue partnership with Charlton County Health Department to provide early literacy information and program registration applications to families 	<ol style="list-style-type: none"> 1. Expand this partnership by inviting local Headstart, daycares, and private Pre-school personnel to participate in early literacy training with system educators and share early literacy information 2. Include local daycare/preschool students and families for family engagement activities and share monthly curriculum content 3. Provide upcoming students in all grades with transitional summer curriculum materials/practice activities and summer community program information. We will need funding to help support all these endeavors.



C. Action: Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Recreation department activities 2. High-school led summer camps 3. Local churches donate school supplies 4. Boy scouts 5. Okefenokee Summer Camp 6. Newell Lodge Horse Camp 7. Summer Reading Program at Three Rivers Regional Library of Charlton County 8. Ferst Readers registers children Birth to age 5 to receive free books and resources mailed to their homes monthly 9. Students who do not have a payment source receive dental services from Tele-dental of Public Health. <p>These opportunities will give children real-world experiences to write about.</p> <p>The summer reading program offers times for children to check out books.</p>	<ol style="list-style-type: none"> 1. Include more community organizations to partner with our school (Why, 26) <ul style="list-style-type: none"> • Open lines of communication between Charlton County Health Department and the school to educate school personnel on available programs and resources. • Expand relationship and open lines of communication with Charlton County Family Connection. • Expand relationship and open lines of communication with Help a Child Smile Dental Clinic. • Expand relationship and open lines of communication with Tele-Dental Program. • Establish a partnership between Barbie Dinkins of Charlton Cares with our school nurse and social worker. 2. Include community organizations in email and text distribution 3. Include community organization in leadership meetings 4. Invite local community members to lunch each quarter 	<ol style="list-style-type: none"> 1. Provide educational extended day program. 2. Provide Ferst with funds to help put books in the homes of children and help educate families about the importance of early literacy 3. Use partnerships with the following to facilitate open lines of communication and to educate families on available resources from each entity: <ul style="list-style-type: none"> • Charlton County Health Department • Charlton County Family Connection • Help a Child Smile Dental Clinic • Tele-dental Program • Charlton Cares



D. Action: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Babies Can't Wait 2. Speech intervention services prior to enrollment in school 3. Charlton County's feeder pattern includes... Headstart, two elementary schools, middle school, high school, and Coastal Pines. <p>We send an Excel spreadsheet with student data that includes Guided Reading level and Tier levels with MTSS. This data provides a starting point when placing students in classes. From one grade to the next teachers fill out an Excel spreadsheet with students' Guided Reading level and Tier levels.</p>	<ol style="list-style-type: none"> 1. Distribution of information to highlight services available before entering school 2. Going forward, we will use a new protocol for providing more detailed information, which will include all end of the year data (Lexile, Guided Reading Level, Star, MTSS Tier, DIBELS Composite Scores, Milestone scores for 3rd grade students) using Google Sheets 	<ol style="list-style-type: none"> 1. Partner more closely with the Charlton County Health Department to make sure families are aware of the resources and support that is available to them through "Babies Can't Wait." <p>As a system, we plan to create a protocol for sharing data among education agencies in our feeder system, so all educators are informed by data and are providing students with a strategic direction.</p> <p>As a system, we plan to use a Tier 1 Data Review Form developed using Google Sheets and is specific to the data each school collects. These forms can be used to share data from one school to the next.</p> <p>Create a strategic communication protocol/process for leaders and educators to improve data sharing for the purpose of improving the implementation of instructional adjustments during regular collaborative planning meetings.</p>



Building Block 2: Engaged Leadership

A. Action: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Monthly school-based leadership meetings 2. Growing Readers training (2017-2019) (What,5) 3. Regularly monitors literacy instruction within school (What,5) 4. Administration schedules protected time for literacy and teacher collaboration (What,5) 5. Professional learning for writing (2019-20) (How, 20/What, 5) 6. Leadership development training for principal and assistant-principal 7. Analyzing data and adjusting PL based on areas of weakness 8. Leading teachers to analyze curriculum walk-throughs to strengthen instructional strategies (How, 21) 9. Five Pillars of Reading training (2019-20) 10. Training for future teacher leaders at OKRESA (How, 20) 11. Host headstart and private preK programs for school visits 12. Providing additional classroom books 13. Providing additional instructional resources for literacy 14. Administrator meets regularly to discuss evidence-based literacy instruction. Teams have been formed by administrator to share current practices in literacy—including Book Studies with PLCs. 	<ol style="list-style-type: none"> 1. Professional learning for teachers to analyze student data and adjust instructional strategies based on areas of weakness and strength (How, 20) 2. Continue to train future teacher leaders (How, 20) 3. Strengthen relationships between the school and early childcare providers by offering frequent meetings to discuss phonological awareness (Why, 26) 4. A school literacy leadership team is organized by administration (What,5) 5. Administrator will continue to participate in professional activities with faculty. 6. Leadership team will continue to explore literacy opportunities. 	<ol style="list-style-type: none"> 1. Administrators will continue to research recent practices in literacy instruction and to share resources with staff. 2. Administrators will approve and send faculty members to appropriate professional learning opportunities. 3. Administrators will monitor evidence-based literacy instruction through on-going (daily/weekly) classroom observations. 4. Administrators will continue to provide protocols and discussion forums for the Leadership Team and for all faculty members to observe other teachers using evidence-based literacy instruction.



B Action: A school literacy team, organized by the administrator, is actively affecting change in educator practices. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. School literacy team is formed (How, 21) and meets regularly. 2. Leadership team has been doing peer observations. Data is shared and evaluated at leadership team meetings. All teachers had the opportunity to participate in peer observations. The data was brought back to grade level teams for discussion. 3. Writing instruction has been researched, and a plan is being developed to improve writing instruction. 	<ol style="list-style-type: none"> 1. Analyze data 3 times per year after benchmarks are administered (Why, 19; How, 22) 2. Adding “Video Lessons” for self-reflection 	<ol style="list-style-type: none"> 1. Create curriculum strategies to fill gaps in phonological awareness 2. Create an FES Google Classroom for teachers to share exemplary lesson videos so that teachers could watch them for personal growth opportunities 3. Implementation of writing plan



C Action: School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in-place to communicate outcomes with staff and stakeholders. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Monthly leadership meetings to discuss classroom observations focusing on literacy instructional practices (How, 21) 2. Grade level weekly meetings are attended by administration where instructional practices are discussed and data is reviewed (How, 22; How 23) 3. Monthly MTSS Meetings to review student data to inform interventions and progress monitoring. 4. Beginning, middle, and end of the year teacher conferences to review data and set academic goals 5. Grade level teams meet to discuss benchmark data and formative assessment data on a monthly basis. The data is used to assess student strengths and weaknesses. 6. Looking at students' writing and using a standard rubric, grade level teachers make next step decisions about improving student writing. 	<ol style="list-style-type: none"> 1. Middle of the year data analysis by MTSS team (How, 21) 2. Administrator led cross-grade observations of literacy instruction by teachers (How, 20; How 23) 	<ol style="list-style-type: none"> 1. Literacy team and MTSS team will collaborate to make instructional decisions based on phonics assessments 2. Administrators monitor and celebrate cross-grade observations of literacy instruction by teachers (How, 20; How 23)



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Building Block 3. Continuity of Instruction

A. Action: A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services. (Birth through 5th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Teachers use <ul style="list-style-type: none"> • Family Connections monthly meetings • Newsletters, emails, monthly calendars, Remind101, Class Dojo, Parent Communication folders, School website, Thrillshare text messages, Parent Conferences 2. Technologies, such as “Charlton App” by Apptegy and the system website, are utilized to more creatively and effectively support literacy stakeholder engagement. (What, 8) 3. Open House—First Readers Education 4. Literacy-based Family Engagement Activities 5. Provide Literacy-based Caregiver Coaching through videos at Grade Level Musicals 6. Awards Ceremonies 7. Pre-K Crossing Over 8. PTO Activities 9. Christmas Luncheon 10. Grandfriends Day 11. Jump Rope for Heart 12. Field Day 	<ol style="list-style-type: none"> 1. Monthly contact with childcare centers with literacy focus (Why, 33) 2. Regular literacy meetings with local childcare entities (Why, 26) 	<ol style="list-style-type: none"> 1. Continue to support Babies Can’t Wait 2. Invite students from local daycares and preschools to Family Engagement activities (Why, 26) 3. Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families (What, 8) 4. Sustain or expand on literacy-based family engagement activities 5. Sustain or expand on Literacy-based Caregiver Coaching



B. Action: A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. FERST Readers (How, 28) 2. Summer Reading Program (How, 28) 3. Red Reading Logs 4. Parent Resource Center 5. Charlton Cares 6. Family Connections 7. Book boxes in the community 	<ol style="list-style-type: none"> 1. Summer transition literacy packets (Why, 33) 	<ol style="list-style-type: none"> 1. Partnering with health department: Babies Can't Wait (How, 28)



C. Action: Comprehensive literacy block is provided for literacy instruction. (Pre-K through 5 th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Daily 120-minute block which includes whole and small group instruction for ELA (Why, 32; How, 22; What, 10) 2. Daily ELA intervention block (Why, 32; How, 22) 3. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons (https://literacyessentials.org/downloads/geIndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 4. Read alouds of age-appropriate books and other materials, print or digital (https://literacyessentials.org/downloads/geIndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 	<ol style="list-style-type: none"> 1. Daily designated writing block (How, 22) 2. Research- and standards-aligned writing instruction (https://literacyessentials.org/downloads/geIndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 	<ol style="list-style-type: none"> 1. Teachers participate in ongoing professional learning on the use of the core program (What, 13) 2. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (What, 13) 3. An instructional coach provides site-based support for administrators, faculty and staff, where possible. 4. Participate in PL to improve read-aloud instructional practices. 5. Participate in PL to improve data-based decision-making to inform foundational skills, reading comprehension, and writing instruction



D. Action: Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum. (Grades 3 through 12)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Science and Social Studies Weekly Magazines and picture book read alouds 2. Math vocabulary readers 3. Intentional and ambitious efforts to build vocabulary and content knowledge (https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 4. Collaborate to achieve grade level literacy expectations and ensure literacy needs are being met across subjects 5. All types of literacy are infused into all content areas throughout the day (What, 7) 	<ol style="list-style-type: none"> 1. Acquire more cross-disciplinary books 2. Incorporate writing into social studies and science learning 	<ol style="list-style-type: none"> 1. Training teachers to incorporate writing into different disciplines 2. Monitoring writing in content areas by administrator and peer teacher walk-throughs 3. Having school-wide literacy celebrations



E. Action: A systematic process is in place to ensure smooth transitions from one school to another. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Third grade students visit Bethune Middle School 2. Pre-K and Kindergarten registration on site 3. Kindergarten teachers go to Headstart 4. Private Pre-K has transition day 	<ol style="list-style-type: none"> 1. Help Headstart with transportation for visit 2. Upcoming kindergartners come in for activity for an hour 	<ol style="list-style-type: none"> 1. Make transition meetings more academically focused. Children and parents could divide among K classes and participate in and Interactive Read-Aloud with the class and K teacher also with same for Headstart students and families



F. Action: Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. FERST Readers CAT of Charlton 2. Georgia Power 3. Progressive Insurance 4. Pizza Hut 5. Okefenokee National Refuge 6. Charlton County Sheriff's Department 7. Shared Caregiver Coaching about the importance of having conversations with children: "Conversations Count" 	<ol style="list-style-type: none"> 1. Community members invited to read monthly (How, 28) 2. Include more community members 	<ol style="list-style-type: none"> 1. Reaching out to local businesses for book donations (How, 33) 2. Comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place. (What, 8) 3. Include digital platform from public library



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Building Block 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

Action 4A: Literacy Screenings are used to assess readiness of individual children for reading and writing. (Birth to Age 5)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Screener 2. Shaywitz Dyslexia Screener 3. Fluharty 4. WSO (PALS PreK Work Sampling Online) 5. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling (What, 8) 6. The instructional levels of all students are screened and progress monitored with evidence-based tools (What, 8) <p><i>Please see the “Universal Screening and Progress Monitoring Data Protocol” chart on the following page. This chart supports 4A, 4C, and 4D.</i></p>	<ol style="list-style-type: none"> 1. Pre-screening for students entering pre-kindergarten or kindergarten 2. Instructional levels of all students are screened and progress monitored with evidence-based tools (What, 8) 3. Evidence-based interventions are delivered, and student progress is monitored. 	<ol style="list-style-type: none"> 1. Collaborate review to analyze data (How, 39) 2. A data collection plan for storing, analyzing, and disseminating assessment results is in place (What, 8) 3. Create a timeline for assessments and on-going improvement plans 4. Participate in PL to improve data-informed decision-making process. 5. Participate in PL to improve the use of evidence-base interventions. 6. Add an intervention when students do not respond to in-class intervention. (Ex. MaxScholar) 7. Hire an interventionist to deliver additional evidence-based interventions.



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory /Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It is not as subjective as the Shaywitz Dyslexia Screener. Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
2. Add data to Tier 1 Data Review Forms	B,M, E	Classroom Teachers	Grade Specific Assessment Data	
3. Identify “At-Risk” Students	B,M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B,M,E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K – 1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From “The Reading Strategies Book,” The “Writing Strategies Book,” and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks
6. *Students in Tier 2 are Progress Monitored once a every 2 weeks. * Students in Tier 3 are Progress Monitored once a week. Study the Progress Monitoring Data	After 2 weeks of intervention	Classroom Teacher	Think & Answer... <ul style="list-style-type: none"> • Is the student succeeding? <ul style="list-style-type: none"> ○ What is the next step to provide meaningful instruction? • Is the student still struggling? <ul style="list-style-type: none"> ○ How is the instruction going to change to address the student’s academic needs? 	The teacher continues to provide intervention as needed and monitors the progress of the succeeding student. Expanding with L4GA The struggling student begins receiving a different intervention as soon as it is determined in class intervention is not successful? <ul style="list-style-type: none"> ○ K-3 / Orton Gillingham Program ○ 4-5 / System 44 ○ 6-12 / Read 180

To expand our current protocol for using data to inform instruction, we need to hire interventionists. L4GA could help us make that happen. We also will need to purchase, leveled libraries, an Orton Gillingham Program (OGP) like MAXSCOLAR. We also need training for the interventionist and the classroom teachers. Classroom teachers need to know how to support the struggling students who are receiving th (OGP) lessons from the interventionist.



Action 4B: An infrastructure for on-going, formative and summative assessments is in place. (Birth through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Monthly MTSS Data Review Meetings 2. Mid-year MTSS Team Data Analysis 3. Curriculum map for formative and summative assessments 4. Universal screeners for beginning, middle, and end of year (Why, 19) 5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and person responsible has been developed (What, 8) <p><i>Please see the previous chart (Universal Screening & Progress Monitoring Data Protocol), plus the charts which follow this page: Formative Assessment Protocol and Summative Assessment Protocol.</i></p>	<ol style="list-style-type: none"> 1. Phonological Awareness Inventory on identified students (How, 34) 2. Error Analysis for screeners (How, 34) 3. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (What, 7) 	<ol style="list-style-type: none"> 1. School Wide assessment team in place to conduct screenings to ensure consistency, validity, and reliability (How, 34) 2. Literacy Team will have meetings as needed (What, 7)



Formative Assessment Protocol

Addresses Building Block 4b & 4f

	Administer Assessments What are they? How often are they administered?		Collaborative Planning How are you going to use the data to inform instruction?	Instructional Planning for Redelivery of Content	Assess Students' Success or Failure What are the next steps? What happens after students master the content? What happens when students do not master the content?
Formative Assessments	Journeys weekly assessments Weekly Writing Performance Assessment	Teachers Grade Assessments / Disaggregate the Data	<ul style="list-style-type: none"> Reteach commonly missed standards Provide enrichment for students who have mastered standards 	<ul style="list-style-type: none"> Grade level determines reteaching strategies Use strategies from Jennifer Serravallo's "The Reading Strategies Book" 	When not mastered, provide intervention for 2 weeks; then, progress monitor and make decision how to adapt instructional plan to facilitate mastery
Benchmark Assessments	DIBELS Journeys Benchmark Assessments		Disaggregate data Use item analysis to analyze performance on each standard	<ul style="list-style-type: none"> Grade level team decides how to re-teach commonly missed standards Grade level determines strategies for student enrichment Use strategies from Jennifer Serravallo's "The Reading Strategies Book" 	



Protocol for Using Summative Assessment Data

Actionable Steps:	Notes:		
1. Set the stage. <ul style="list-style-type: none"> • State the purpose of the meeting. • Explain the desired outcome. • Review team communication and data norms. 	Three minutes		
2. Identify the focus standards of the assessment. Discuss the following questions... <ul style="list-style-type: none"> • How are these data from this assessment organized? • What learning targets or standards were measured? • What is considered proficiency? 	Five minutes		
3. Discuss the data. <ul style="list-style-type: none"> • Working individually, each teacher should examine their personal data, looking only for fact statements. • Each member discusses the facts & records notes. • When all facts are evident, the group then begins to develop inferences and draw conclusions. • How many students were proficient, not proficient, and beyond proficient? After facts are noted, then infer and draw conclusions... <ul style="list-style-type: none"> • Discuss patterns in the data... <ul style="list-style-type: none"> • How did subgroups of students perform? • How did specific classes perform? • How did specific interventions affect growth? • How did pacing or instructional strategies affect performance? • How do these data need to impact future Curriculum choices? • How do these data need to impact future instructional practices? 	Record Facts	Record Inferences	Record Conclusions
	Twenty minutes		
4. Develop the action plan. <ul style="list-style-type: none"> • Create an action plan for data informed curriculum planning. • Create an instructional plan that considers a change in pacing if needed. • Consider evidence-based interventions and strategies to be included in each unit of study's instructional plan. 	Twenty minutes		
5. Set goals for improvement. <ul style="list-style-type: none"> • Identify & discuss follow-up assessments to be used. • Consider any obstacles or stumbling blocks the discussion identified. • Discuss ongoing efforts and strategies designed to ensure quality Tier 1 instruction. 	Ten minutes		
6. Determine agreed-on actions and results indicators. <ul style="list-style-type: none"> • What indicators will we use to determine the effectiveness of the results of this action plan? • How will we know if this plan is effectively improving student achievement? 	Five minutes		



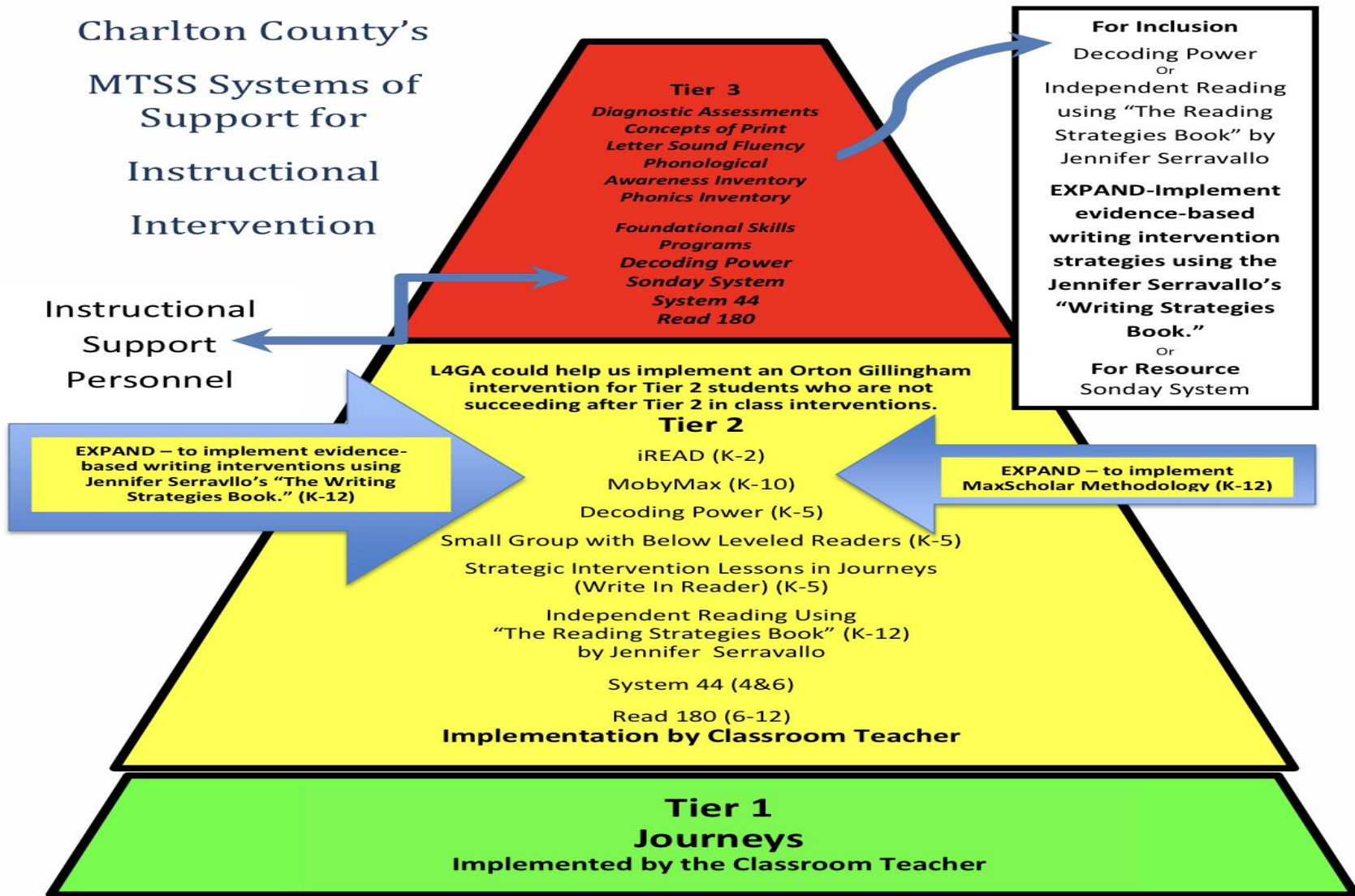
Action 4C: A system for on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Tier I data sheets are reviewed to identify At-Risk 2. MTSS Team meets monthly (How, 34; How, 38) 3. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework (What, 8) 4. FIP, Benchmarks 5. For GMAS Data Review we look at our strengths and weaknesses and base curriculum guides on this information <p><i>Please refer to the 3 charts which have been previously inserted in Building Block 4:</i></p> <ul style="list-style-type: none"> • <i>Universal Screen & Progress Monitoring Data Protocol</i> • <i>Formative Assessment Protocol</i> • 	<ol style="list-style-type: none"> 1. MTSS Team to analyze data (How, 46) 2. Changing intervention after two weeks if not successful 	<ol style="list-style-type: none"> 1. Make groups based on assessments 2. Participate in PL to improve data analysis practices, selecting evidence-based interventions, and implementing interventions. 3. MTSS Team will monitor the data analysis practices for consistency



Action 4D: “At –risk” indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning. (Pre-K through 12th Grade)

Currently	Going Forward	Expanding/Sustaining										
<ol style="list-style-type: none"> Using computer program to identify students Shaywitz Dyslexia screener for kindergarten (How, 36) Relationship of literacy screeners to diagnostic assessments: <table border="1" data-bbox="201 591 533 1127"> <thead> <tr> <th>Literacy Screeners</th> <th>Diagnostic Assessments</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> DIBELS (Dynamic Indicators of Basic Early Literacy Skills) </td> <td> <ul style="list-style-type: none"> Journeys / Decoding Power Phonological Awareness Inventory </td> </tr> <tr> <td> <ul style="list-style-type: none"> Reading Inventory </td> <td> <ul style="list-style-type: none"> Journeys / Decoding Power Diagnostic Assessment with Print Concepts </td> </tr> <tr> <td></td> <td> <ul style="list-style-type: none"> Sonday System Pre Reading Survey </td> </tr> <tr> <td></td> <td> <ul style="list-style-type: none"> Running Records </td> </tr> </tbody> </table>	Literacy Screeners	Diagnostic Assessments	<ul style="list-style-type: none"> DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 	<ul style="list-style-type: none"> Journeys / Decoding Power Phonological Awareness Inventory 	<ul style="list-style-type: none"> Reading Inventory 	<ul style="list-style-type: none"> Journeys / Decoding Power Diagnostic Assessment with Print Concepts 		<ul style="list-style-type: none"> Sonday System Pre Reading Survey 		<ul style="list-style-type: none"> Running Records 	<ol style="list-style-type: none"> Literacy team will meet to plan for these students Plan for reteaching foundational skills when skills are lacking Activities that build phonological awareness https://literacyessentials.org/downloads/ge/Indocs/k-3_literacy_essentials.pdf Essential Literacy Practices K-3 Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards (What, 9) 	<ol style="list-style-type: none"> Screen students in all grades with Dibels 8th edition screener, which includes dyslexia screening (How, 36) Adjust PL to address areas of weakness (How, 39)
Literacy Screeners	Diagnostic Assessments											
<ul style="list-style-type: none"> DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 	<ul style="list-style-type: none"> Journeys / Decoding Power Phonological Awareness Inventory 											
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	<ul style="list-style-type: none"> Sonday System Pre Reading Survey 											
	<ul style="list-style-type: none"> Running Records 											





Action 4E: Summative outcome data are reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions. (Pre-K through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. GMAS data is analyzed to identify the areas of the curriculum map which need to be modified 2. GMAS data is analyzed to identify areas of weakness in Tier I instruction 	<ol style="list-style-type: none"> 1. Make curriculum changes to match data gaps 2. Make instructional adjustments and modifications, as appropriate 	<ol style="list-style-type: none"> 1. Instructional changes based on assessment data (How, 38; How 46) 2. Data is disaggregated to ensure the progress of subgroups (What, 9)



Action 4F: A clearly articulated protocol for using data to improve teaching and learning is followed. (Birth through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Follow phonological awareness skills and go back/reteach when deficits are identified 2. Collaborative planning teams are using weekly formative assessments to guide and modify instruction 3. Screener are used to identify students who are missing specific skills 4. Teachers use a data analysis form to break down benchmark data 5. GMAS data is analyzed to identify strengths and weaknesses in the curriculum and instructional delivery 6. Teachers use genre specific writing rubrics to guide students in writing <p><i>Please see the “Universal Screening and Progress Monitoring Data Protocol” chart which is inserted after 4A.</i></p>	<ol style="list-style-type: none"> 1. Revisit folder with phonological awareness that was created 2. Literacy team will review data to help create interventions (How, 38) 3. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (What, 9) 	<ol style="list-style-type: none"> 1. Professional learning for the phonological awareness skills assessment and phonics inventory (How, 35)



Action 4G: Student Support Team and Data Team monitor progress jointly. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. To prepare for monthly MTSS meeting, each classroom teacher disaggregates classroom data and creates a plan for intervention. 2. School support team and data team (including K-3 Curriculum Coordinator and the School Psychologist) meet monthly to review progress monitoring in order to determine effective student interventions. 3. Student data is analyzed mid-year by MTSS Team to determine progress in each tier. 4. Place Tier 2 students showing no progress in Tier 3 intensive interventions after two weeks. (How, 46) 	<ol style="list-style-type: none"> 1. Reduce Tier 3 teacher/pupil ratio whenever possible (What, 12) 2. Enhance PBIS Tier II behavior interventions 	<ol style="list-style-type: none"> 1. PBIS Tier II 2. Hire an interventionist to administer Orton Gillingham Program.



Action 4H: Specifically designed learning is implemented through supports and interventions based on diagnostic data of a student’s needs. (Kindergarten through 12th Grade)

Currently	Going Forward	Expanding/Sustaining
<p>1. For continued deficiencies after Tier 3 interventions, recommendations are made to School Psychologist, Special Education Director for further testing</p> <p>2. Resource/inclusion classes with Soday System for students with disabilities provided to intensify instruction</p> <p>3. Instruction in least restrictive environment (What, 12; How 47) where small group Guided Reading is implemented using strategies from “The Reading Strategies Book.”</p> <p><i>Please see the “Universal Screening and Progress Monitoring Data Protocol” which follows 4A.</i></p>	<p>1. Ensure standards alignment; special education, ESL, gifted teachers participate in content-related PL (How, 47;What, 13)</p>	<p>1. Ensure fidelity of implementation (How, 47)</p> <p>2. Hire interventionist to support MTSS Team’s plan for student interventions.</p>



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Building Block 5. Tiered Supports

Action 5A: Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework. (Birth to Age 5)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Big Day in Pre-K aligns with GELDS 	<ol style="list-style-type: none"> 1. Small group is intentionally planned using GELDS 	<ol style="list-style-type: none"> 1. Lesson plans are continuously checked for implementation 2. Confirm the delivery of instruction of foundational skills (Phonological Awareness). 3. Create a system/process for confirming student mastery of all Phonological Awareness Skills.



Action 5B: High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (Birth through 12 th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> In pre-K students get to choose their center each day for developmentally appropriate learning opportunities Independent reading time gives students opportunities to pick books based on their interests. 	<ol style="list-style-type: none"> Abundant reading material and reading opportunities in the classroom https://literacyessentials.org/downloads/geln_docs/k-3_literacy_essentials.pdf Essential Literacy Practices K-3 	<ol style="list-style-type: none"> Creating individual student goals and changing instruction for students who need enrichment Complete the current Growing Reader Cohort. Expand the independent reading strategy from Growing Readers to other classrooms.



Action 5C: Students receive literacy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development (https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 2. 120-minute literacy block is established (How, 25) 3. Interventions provided in reading/math content areas 	<ol style="list-style-type: none"> 1. Literacy included in all content areas 2. Continue Journey’s Curriculum during literacy block 3. Provide interventions in all content areas integrate technology resources within all content areas to enhance literacy instruction 	<ol style="list-style-type: none"> 1. Specific comprehension strategies for informational reading based on Jennifer Serravallo’s book, Reading Strategies. 2. Sustain literacy block using Journey’s Curriculum 3. Provide PL on cross curricular interventions 4. Sustain technology resources to provide literacy instruction and ensure digital access



Action 5D: All students receive effective writing instruction across the curriculum. (Pre-K through 12th Grade)		
Currently	Going Forward	.Expanding/Sustaining
<ol style="list-style-type: none"> 1. All students receive writing instruction for 30 minutes daily (How, 31) 	<ol style="list-style-type: none"> 1. Continue to enhance writing curriculum (How, 31) 2. Create cross-curricular plan to provide explicit writing instruction. 3. All teachers receive training on evidence-based writing instruction. 4. Use the writing strategies from Jennifer Serravallo’s “The Reading Strategies Book” and “The Writing Strategies Book.” 	<p>Monitor implementation of specific writing strategies (from Jennifer Serravallo’s book “The Writing Strategies Book”) in all content areas to develop the cross-curricular literacy connection.</p> <ol style="list-style-type: none"> 1. Monitor implementation of specific writing strategies (from Jennifer Serravallo’s books) in all content areas to develop the cross-curricular literacy connection. 2. Fully develop and implement a vertical/horizontal- articulated writing plan. 3. Technology training included. 4. Additional PL on using evidence-based strategies.



Action 5E: Teachers provide engaging daily instruction in which students read and write enough to build stamina. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. K-3 teachers participate in Growing Readers initiative to build student stamina during independent reading time 2. Texts are available for students 3. Strategies being integrated throughout reading instruction 4. Students write 30 minutes daily. 	<ol style="list-style-type: none"> 1. Increase reading time as stamina increases 2. More cross curricular writing (How, 31) 3. Using rubrics for writing benchmarks 4. Provide PL for writing instruction. 5. Add an additional Growing Readers Cohort until all teachers are trained. 	<ol style="list-style-type: none"> 1. Analyzing data from writing rubrics and benchmarks 2. Provide additional PL on building reading stamina 3. Integrate writing strategies and build writing stamina through evidence-based writing program (What, 10)



1. Students have routine access to print resources, including classroom libraries, grade level texts.
2. Educators and students are provided one-to-one technology within the classroom to enhance literacy in all content areas.

Action 5F: Students have access to a wealth of texts that are below, at and above grade level. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Students have daily access to print resources, including classroom libraries, grade level texts. 2. Educators and students are provided one-to-one technology within the classroom to enhance literacy in all content areas. 	<ol style="list-style-type: none"> 1. Educators will work to increase the amount of texts within classroom libraries and school library. 2. Other technological resources will be provided. 	<ol style="list-style-type: none"> 1. Have more books that are diverse 2. Reaching out to community members for book donations (How, 33) 3. Provide library/technology access to students during summer hours 4. Provide e-readers for student access (What, 56) 5. L4GA could support the purchase of “Summer Literacy Packs” to be checked out during the summer for additional access to text during this time away from school.



Building Block 6. Professional Learning in Literacy Instruction

Action 6A: Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print, (print awareness), alphabet knowledge, writing, and oral language. (Birth to Age 5)

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. All pre-K and Kindergarten teachers have participated in phonological awareness training 2. Pre-K teachers go to Bright from the Start training (Why, 21) 3. Paraprofessionals participate in all professional learning opportunities (What, 13) 	<ol style="list-style-type: none"> 1. New teacher training in disciplinary literacy within content areas (What, 13/How, 48) 	<ol style="list-style-type: none"> 1. A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally (What, 10). 2. Paras, MTSS trained on phonemic awareness and other early literacy concepts (Why, 60) 3. Expand instruction to improve oral language and early literacy skills (phonological, phonemic awareness) in daily practice. 4. L4GA would enable us to include day care providers and private Pre-K providers in Early Literacy Skills PL.



Action 6B: Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas. (Kindergarten through 12th Grade)		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. PL from Okefenokee RESA 2. Book Studies 3. PL to improve instruction based on TKES observations and walk-throughs (Why, 13) 4. Teacher mentoring program for beginning teachers 5. Utilize classroom observations to identify/support individual teachers for follow-up coaching, conferencing, mentoring (How, 49) 6. Dedicated time for professional dialogue for staff 	<ol style="list-style-type: none"> 1. Expand PL training in content area literacy to MTSS coordinator, paraprofessionals, early learning day care providers, private Pre-K providers. (What, 13) 	<ol style="list-style-type: none"> 1. Data analysis determines PL effectiveness on GSE mastery in all subgroups (How, 48) 2. All staff participates in PL opportunities focusing on all aspects of literacy. 3. L4GA would help us include early learning agencies in PL.



*"What"/"How" based on K-12 documents **Plan supported by data presented throughout

Application Measurement/Outcomes/Evidence/Artifacts

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	MTSS/Assessment/Data
<ul style="list-style-type: none"> ● Completed/revised literacy plans with stakeholder input ● Completed/revised & shared curriculum maps ● Maintain and/or improve stakeholder attendance at literacy events – sign-in sheets ● Leadership/faculty/grade/content meeting agendas/minutes ● Improved EOG scores ● Stakeholder correspondence and meetings ● Literacy awareness videos shared with parents and community through CCSS Apptegy App ● Literacy awareness /flyers and other promotion materials in community 	<ul style="list-style-type: none"> ● Sign-in sheets ● Improved EOG scores to include all content areas ● Summer Institute documents ● Stakeholder invitations/correspondence ● Stakeholder participation in PL – sign-in sheets ● Classroom observations ● Lesson plans 	<ul style="list-style-type: none"> ● Purchase orders ● Class observations ● Lesson plans ● Teacher surveys ● Parent surveys ● Collaborative meeting agendas/minutes 	<ul style="list-style-type: none"> ● Scores/data reports (screeners, diagnostic, formative, benchmark, summative) ● Improved EOG scores ● Collaborative meeting agendas/minutes ● Lesson plans ● Data meetings with grade level teams/ minutes ● Vertical data meetings with grade before and grade after/ minutes ● Data meetings with leadership/ minutes



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<p>Overview</p> <ul style="list-style-type: none"> Title I School (PreK-6th) 188 Students 88% White 1% African American 6% Other 5% Hispanic 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> 15 Teachers (1 shared with CCHS) 1 Speech Pathologist 4 Paraprofessionals Nurse (4 days per week) 1 Administrator 	<p>Student Opportunities</p> <ul style="list-style-type: none"> Journeys Tier 1 Core Academics (All Grades) MTSS Support Specials: PE/Health, Art, Band Starlight Twirlers
<p>Literacy Leadership Team</p> <ul style="list-style-type: none"> Dr. Drew Sauls - Principal Meagan Schwing – 1st Grade Shelley Vignola – 2nd Grade & Art Rachel McCullough – 3rd Grade Mary Ann Carver – 4th Grade Lindsey Mantz-Special Education & Behavior Specialist Tommy Harris – Media Specialist & PE Felicia Sauls Ed.D.– District K-3 Curriculum Coordinator Jeanne Crew – MTSS Coordinator Matt Wainright – Special Education & Gifted Coordinator Sherilonda Green Ed.D. – Title I/Parent Involvement, EL, & PBIS Coordinator 	<p>Community Assets</p> <ul style="list-style-type: none"> Church/Faith-based Organizations (See Literacy Plan) Civic Organizations Three Rivers Regional Library of Charlton County Charlton County Chamber of Commerce First Readers of Charlton County Charlton County Extension Agency Charlton County Health Department Okefenokee National Wildlife Refuge Georgia Forestry Commission Unison Behavioral Health Local Businesses 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> Writer’s Workshop Learning Focus CCGPS/GPS/GSE Implementation Poverty Training Standards-based Classrooms Thinking Maps Co-teaching RTI
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> Growing Readers Sonday System Decoding Power HMH Journeys Reading (Tier 1) Go Math/Reflex Math/ IXL Reading Renaissance (AR) Social Studies/Science Weekly PBIS Moby Max MTSS / DIBELS & Reading Inventory 	<p>PL Needs</p> <ul style="list-style-type: none"> Explicit instructional strategies to build literacy and writing skills across content areas Integrating more technology into classroom instruction Continue receiving literacy support from local RESA, so that it includes all teachers and paraprofessionals 	<p>Need for LAGA Grant</p> <ul style="list-style-type: none"> Maintain the strong, comprehensive literacy program currently in place Provide all stakeholders with PD necessary to help children become proficient in literacy and writing Provide training, technology, and resources to meet the needs of all students Promote literacy awareness throughout the system and community Provide/distribute literacy resources to families and throughout the community



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Building Block 1. Community Partnerships

A. Partnerships of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Meet sporadically with partnerships and community stakeholders 2. FERST Readers CAT assists with the registering B-5 children to receive free books mailed to their homes monthly. 3. Okefenokee National Wildlife Refuge currently works with schools to provide field trip opportunities. 4. Connor’s Amazing Acres partners with school to donate free passes for student access to their venue and supports SGES during fall festival. 5. Canaday’s Grocery partners with SGES to provide materials for academic rewards. 6. Southern Blend partners with SGES to provide rewards for SGES students. 7. Faith-based Organizations regularly visit SGES to interact with student community. (How, 33) 	<ol style="list-style-type: none"> 1. Meet regularly with community stakeholders. 2. Regularly monitor FERST Readers access and during family engagement activities 3. Expand working relationship with Okefenokee National Wildlife Refuge, Connor’s Amazing Acres, Canaday’s Grocery, Southern Blend, and Faith-Based Organizations. 	<ol style="list-style-type: none"> 1. Hold monthly meetings with community partners 2. Sustain relationship with FERST Readers CAT and expand their reach 3. Use relationship with all stakeholders to create opportunities for students to develop writing for display



B: The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Maintain a partnership with Charlton County Health Department. CCHD provides the community with literacy flyers, registers B-5 children for FERST Readers, and provides Babies Can't Wait. 2. Three Rivers Regional Library of Charlton County partners SGES to educate parents. 3. Charlton County Family Connection helps to provide access to literature in the county by placing Book Boxes in local businesses. 	<ol style="list-style-type: none"> 1. Continue all current partnerships with CCHD, TRRLCC, & CCFC 	<ol style="list-style-type: none"> 1. Partnership with Charlton County Health Department will be expanded to provide PD for SGES staff 2. SGES staff will better inform parents about resources available at CCHD and the information provided from literacy screenings 3. Expand TRRLCC by inviting representatives to school family functions to increase engagement 4. Expand relationship with CCFC by having age-appropriate programs to enhance student social/emotional well-being



C: Partnerships with family and child/youth service organizations provide supplemental services for children.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Charlton County Health Department provides services such as Babies Can't Wait, support for registration of B-5 children, and copies of FERST Readers. They also help to administer flu shots to students and faculty. 2. Charlton County Family Connection works as a liaison to help with the Telemedicine Program to provide students access to health care. 3. Help a Child Smile Mobile Dental Clinic travels to SGES to provide dental services for students. 4. Students who do not have a payment source receive dental services through Tele-dental Program through Public Health. 5. Charlton Cares provides resources for needy families and children based on current needs. 6. FERST Readers AT of Charlton attends community and school events to educate families about the importance of early literacy and register B-5 children mailed monthly to their homes. 	<ol style="list-style-type: none"> 1. Open lines of communication between Charlton County Health Department and the school to educate school personnel on available programs and resources. 2. Expand relationship and open lines of communication with Charlton County Family Connection 3. Expand relationship and open lines of communication with Help a Child Smile Dental Clinic 4. Expand relationship and open lines of communication with Tele-dental Program 5. Establish a partnership between Barbie Dinkins with Charlton Cares with our school nurse and social worker. 6. Continue this important work. 	<ol style="list-style-type: none"> 1. Open lines of communication between Charlton County Health Department and the school to educate school personnel on available programs and resources. 2. Expand relationship and open lines of communication with Charlton County Family Connection 3. Expand relationship and open lines of communication with Help a Child Smile Dental Clinic 4. Expand relationship and open lines of communication with Tele-dental Program 5. Establish a partnership between Barbie Dinkins with Charlton Cares with our school nurse and social worker. 6. Continue this important work.



D: Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Leaders meet monthly to discuss data. 2. Time is provided as needed for vertical planning opportunities. 3. Share data with BMS to support upcoming 7th graders through GMAS, Benchmarks, and Reading Inventory results. 	<ol style="list-style-type: none"> 1. Meetings will be held monthly to discuss progress monitoring and the implementation of instructional shifts in response to data. 2. A plan will be developed and implemented to establish consistent time for vertical planning. 3. Continue to share data with BMS to support 7th graders. 	<ol style="list-style-type: none"> 1. Create a strategic communication plan between leadership team and educators to improve data sharing for the purpose of improving the implementation of instructional shifts at monthly MTSS meetings. This will require more professional learning. 2. Meetings will be held to expand educator understanding of standards and student data for coherent vertical alignment. This will require more professional learning.



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BB 2: Engaged Leadership

A: Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Administrator regularly meets to discuss evidence-based literacy instruction 2. Administrator regularly participates in professional learning with faculty. (Why, 148) 3. Evidence-based literacy instruction is regularly researched, and information is shared among faculty 4. Teams have been developed by administrator to continually share current practices in literacy (What, 5) 	<ol style="list-style-type: none"> 1. Administrator will continue to meet regularly with staff to discuss evidence-based literacy instruction 2. Administrator will continue to participate in professional learning activities with faculty 3. Administrator and faculty will continue to research up to date literacy practices 4. Leadership team will continue to explore current literacy opportunities 	<ol style="list-style-type: none"> 1. Administrator will continue to research recent practices in literacy instruction and share resources with staff 2. Administrator will continue to research current professional learning opportunities and share these opportunities with staff 3. Faculty members that participate in professional learning opportunities through OKRESA and other resources. 4. Leadership team will work with administrator to discover professional learning opportunities and administer learning to staff.



B: A school literacy team, organized by the administrator, is actively affecting change in educator practices.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Literacy team is developed and meets regularly. (How, 22) 2. Leadership team discusses current educator practices taking place in the school. 3. Leadership team works to stay up to date on literacy practices. Six educators are currently participating in Growing Readers training through OKRESA and sharing information learned with staff. 4. Literacy team has integrated some technology practices for literacy instruction. 5. Writing instruction has been discussed and a plan is being developed to improve current writing practices. 	<ol style="list-style-type: none"> 1. Literacy team will continue to hold scheduled meetings. 2. Literacy team will continue to discuss current educator practices and discover professional learning opportunities. (What, 6) 3. Information from Growing Readers training will be re-administered to all staff. 4. Literacy team will research available technology PL to be delivered to staff to implement changes in educator practices. 5. Team will develop a plan for expanded writing professional learning opportunities. 	<ol style="list-style-type: none"> 1. Sustain current practices provided in literacy plan. 2. Professional learning opportunities focusing in literacy, writing, and technology will be available for all school employees. 3. All educators and possibly support staff will participate in Growing Readers through OKRESA. 4. PL will focus on continued Growing Readers running records implementation with the use of technology 5. Implement plan for writing PL



C: School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders. –“Study formative student assessment results and use the results to continue to adjust instruction.” (How, 29)

Currently	Going Forward	Expanding/Sustaining
<p>1. Leadership regularly monitors data and communicates outcomes using conferences/walkthroughs (How, 21)</p> <p>2. Benchmark data is discussed during vertical and/or horizontal planning. Teachers work together to ensure all students receive quality individualized instruction to insure academic growth regardless of individual exceptionalities.</p> <p>3. Writing rubrics are distributed by the curriculum coordinator to assist teachers in guided instruction and inform students of state requirements for receiving a distinguished score on the</p> <p>4. Writing portion of the GMAS. GMAS data is distributed to teachers by the principal and Curriculum Coordinator to help teachers create homogeneous groupings and provide individualized instructional plans when educational gaps are identified. (How, 21)</p>	<ol style="list-style-type: none"> 1. Update plan/communication as data changes 2. Coordinate with OKRESA on CCRPI data information to continue adjusting instruction 3. The principal and Curriculum Coordinator can develop a yearly schedule to give teachers protected time to update student progress and establish current individual instructional plans during vertical and/or horizontal planning. 4. Student educational plans can then be revised according to student growth. 5. Distribute the Writing rubric to students and parents. 	<ol style="list-style-type: none"> 1. Expand upon/monitor Growing Readers initiative throughout all grade levels 2. Using data plan, create visual displays to help analyze data. 3. Provide PL to help teachers assimilate data to guide instruction. 4. Develop a quarterly schedule to give teachers protected time to update student progress and establish new individual instructional plans. 5. Plan a Family Engagement night to inform parents about the writing requirements so that they can assist teachers to improve students writing skills



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BB 3. Continuity of Instruction

A: A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. The communication plan is fully implemented. 2. SGES communicates through Parent Involvement activities (How, 31) 3. Childcare and health organizations are available to explain programs and register children for programs. 4. Home communications are available in the home languages. (How, 33) 5. Charlton County Schools App by Apptegy 	<ol style="list-style-type: none"> 1. Monthly contact with childcare centers with literacy focus (Why, 33) 2. Regular literacy meetings with local childcare entities (Why, 26) 	<ol style="list-style-type: none"> 1. Provide communication opportunities through Facebook, Twitter, Instagram and other social media. (How, 31) 2. Provide information/instructional opportunities through Apptegy Inc. (Why, 150)



B: A plan is in place to improve access for families to resources for developing literacy in the home.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Parents and students receive books and reading materials to support literacy development through the school library and the Family Connections Book Lending Program. 2. Parent resource room has been established through the Parent Engagement Program (How, 24) 	<ol style="list-style-type: none"> 1. Add birth-12th grade leveled reading materials to classroom/school libraries 2. Offer literacy materials for guardians to check-out 3. Provide training to parents to support literacy in the home 4. Create a plan to provide additional locations and depositories for the Family Connections Book Lending Program. (How, 24) 5. A tab will be added to the Charlton County Schools website that houses virtual literacy resources, including video clips of literacy strategies in action, which families can access at home to develop literacy skills. 	<ol style="list-style-type: none"> 1. Add materials to the library and Parent Resource Room (How, 24) 2. Establish a book lending program for non-school aged children/ provide e-book technology/ family subscription to a child-centered literacy publication 3. Provide additional literacy reward opportunities 4. Expand Family Connections Book Lending Program by establishing, supplying and replenishing literacy materials to new locations. Collect data on check-outs and returns 5. Administrators at the district level will oversee vertical alignment team meetings and will guide teachers in reviewing/revising protocols (Schlosser,2015) 6. District level administrators will be responsible for creating and sharing the timeline for vertical alignment meetings.



C: Comprehensive literacy block is provided for literacy instruction.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A fully established daily 90 to 120 minute literacy block exists in Pre-K through 6th grade including at least 90 minutes for Word Work, Read Aloud, Reading Comprehension, Guided Reading, Independent Reading, Writing about Reading, and Grammar. An additional 30 minutes is used for Writing. 2. Collaborative planning teams regularly analyze data to drive instructional practices. (How, 25) 	<ol style="list-style-type: none"> 1. Continue current practices 2. Continue to analyze data patterns 3. Daily designated writing block (How, 22) 4. Research- and standards-aligned writing instruction (https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 	<ol style="list-style-type: none"> 1. Continue current practices 2. Participate in PLCs to adjust instruction as needed based on data 3. Provide time management PL opportunities as needed



D: Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Cross-disciplinary teams have allocated various aspects of literacy instruction across all content areas using Science and Social Studies Weekly Magazines, picture book read alouds, and math vocabulary readers (How, 23) 2. Intentional and ambitious efforts to build vocabulary and content knowledge (https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf) Essential Literacy Practices K-3 3. Collaborate to achieve grade level literacy expectations and ensure literacy needs are being met across subjects 4. All types of literacy are infused into all content areas throughout the day (What, 7) 	<ol style="list-style-type: none"> 1. Cross-disciplinary teams will meet more regularly. 2. Acquire more cross-disciplinary books 3. Incorporate writing into social studies and science learning 	<ol style="list-style-type: none"> 1. Cross-disciplinary teams will establish a set schedule. 2. Establish connection with extra-curricular classes to enhance literacy instruction. 3. Provide opportunities to examine student work and discuss feedback. (How, 29)



3E: A systematic process is in place to ensure smooth transitions from one school to another.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A systematic process has been developed to communicate with all stakeholders to ensure smooth transitions from one school to another. The process has been fully implemented and is routinely reviewed and revised. (How, 21) 2. 6th grade students are included in the opportunity to participate in all extra-curricular activities offered at BMS. 3. 6th grade students are invited to MORP held at BMS each spring. 4. 6th grade students take a field trip to BMS each May to help them become familiar with the new school they will attend in the fall. 5. PreK and Kindergarten registration is scheduled each spring. Teachers share valuable information with parents to help prepare students for the upcoming school year. 	<ol style="list-style-type: none"> 1. Continue current practices 	<ol style="list-style-type: none"> 1. Establish student pen-pals using technology to give Sixth Grade students an opportunity to communicate with Folkston Middle School Sixth Graders. 2. “Action pact” will be contacted and asked to establish a Head Start program within the St. George community.



3F: Out-of-school agencies and organizations collaborate to support classroom literacy instruction.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. A few community partnerships within specific grades provide literacy learning supports within the classroom. FERST Readers CAT of Charlton shares sight word games with families at Fall Festival 	<ol style="list-style-type: none"> 1. Increase community partnerships (How,28) 2. Increase contact with other community partners and ask for volunteers to support classroom literacy. 	<ol style="list-style-type: none"> 1. Increase community partnerships 2. Distribute invitations created by the students asking volunteers to come read/provide engaging real-world experiences to support literacy instruction. These relationships will help spark creativity and develop informed and adaptive citizens. 3. Develop schedule with interested partnerships to support classroom literacy instruction



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BB 4. Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.

4A: Literacy Screenings are used to assess readiness of individual children for reading and writing.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. PreK Screeners: PALS, PPVT. (Why, 95) 2. Kindergarten Screeners: Dibels, Shaywitz DyslexiaScreen, and WIAT 3 with Dyslexia Index. (How, 34) 3. The Charlton County Health Department currently distributes literacy flyers to the community. They also help educate parents about the importance of early literacy and what First Readers of Charlton County offers. 4. Results of literacy screenings are analyzed regularly to assess readiness in reading and writing for PreK and Kindergarten. These results are used to guide instruction. 5. The instructional levels of all students are screened and progress monitored with evidence-based tools (What, 8) 	<ol style="list-style-type: none"> 1. Continue the use of PreK screening assessments 2. Continue the use of Kindergarten screening assessments 3. Continue partnering with the Charlton County Health Department. Establish communication about current literacy screenings used through Babies Can't Wait and Children's First. 4. Continue to analyze the results of current literacy screenings to assess readiness in reading and writing for PreK and K throughout instruction 	<ol style="list-style-type: none"> 1. Sustain the use of PreK screening assessments but expand the use of the data to impact in class interventions for PreK. (Why, 98) 2. Sustain the use of Kindergarten screening assessments. In the future, we will move to using the WIAT 3 with Dyslexia Index to screen all Kindergarten students. (Why, 99) 3. Charlton County Health Department through Babies Can't Wait and Children's First will provide education to SGES staff to in turn be able to inform parents about literacy screenings that may be available to children Birth to PreK. 4. Expand relationship with Tracey Wheeden, "Babies Can't Wait" coordinator and with Julie Prestenbach, Children's First Coordinator

See the “Universal Screening and Progress Monitoring Data Protocol” chart on page 16. This chart supports action items 4A, 4C, and 4D.



Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d			Improving Teaching and Learning	
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory /Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It will provide more reliable data. We need professional learning to add the use of Test Pad in the SLDS platform to our current assessment practices.
2. Add data to Tier 1 Data Review Forms	B,M, E	Classroom Teachers	Grade Specific Assessment Data	We also need to add the use of Assesslets as a writing benchmark for 3 rd -12 th grade. This would need to include professional learning.
3. Identify “At-Risk” Students	B,M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B,M,E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K – 1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From “The Reading Strategies Book,” The “Writing Strategies Book,” and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks



4B: An infrastructure for on-going, formative and summative assessments is in place.		
Currently	Going Forward	Expanding/Sustaining
1. Refer to SGE Formative Assessment Protocol 2. GMAS data is reviewed by staff upon results being released each Spring. 3. Vertical alignment teams meet to analyze data and plan student instruction for the next school term. 4. Teachers review data in SLDS to analyze specific student needs to individualize instruction.	1. Add enrichment activities for students that master content according to our Formative Assessment Protocol	1. Purchase Assesslets through University of Georgia to assess gaps and guide instruction specific to writing

Refer to the SGE Formative Assessment Protocol on the following page and the Summative Assessment Protocol on page 22.



SGES Formative Assessment Protocol

Addresses Building Block 4b & 4f

	Administer Assessments What are they? How often are they administered?		Collaborative Planning How are you going to use the data to inform instruction?	Instructional Planning for Redelivery of Content	Assess Students' Success or Failure What are the next steps? What happens after students master the content? What happens when students do not master the content?
Formative Assessments	<ul style="list-style-type: none"> Weekly Assessments MyWriteSmart Writing Tasks Google Classroom writing assignments aligned with GaDOE writing Rubrics 	Teachers Grade Assessments / Disaggregate the Data	<ul style="list-style-type: none"> Teachers collaborate weekly using HMH assessment reports. Item analysis allows teachers to determine if a standard needs to be redelivered. Teachers share students' writing from the MyWriteSmart Writing Tasks, Extended Response Items, and the Google Classroom Assignments to analyze and score using DOE Rubrics. L4GA could provide additional PL in using Reading Strategies & Writing Strategies to address reading & writing goals with evidence-based interventions from Jennifer <u>Serravallo's</u> books. 	<ul style="list-style-type: none"> Redelivery of instruction during Tier 1 for items most of the class missed, students are grouped for small group redelivery based on the item analysis. Use Jennifer <u>Serravallo's</u> Reading & Writing Strategies book to redeliver appropriate skills & standards through evidence-based strategies. Redeliver Google Classroom training 	Students' individual reading and writing needs are addressed during independent reading and small group instruction using evidence-based strategies or interventions for reading and writing.
Benchmark Assessments	<ul style="list-style-type: none"> ELA Reading & Writing Benchmarks Running Records 		<ul style="list-style-type: none"> Teachers collaborate immediately following benchmark assessments to analyze student data. Item analysis narrows the focus to the standards that were not mastered. 	<ul style="list-style-type: none"> Redelivery of instruction during Tier 1 for items most of the class missed, students are grouped for small group redelivery based on the item analysis. 	



4C: A system for on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. System is presently in place, assessing formative and summative data to determine evidence-based interventions to guide classroom intervention and to assess students' needs for Multi-Tiered Systems of Support (MTSS) and progress towards system goals through consistent progress monitoring. (Why, 104) 2. Scheduled staff meetings are held monthly to discuss data and form a plan to guide classroom intervention further. 	<ol style="list-style-type: none"> 1. Build on current MTSS system to target student needs more effectively and in a timelier manner. 2. Utilize part-time MTSS support personnel to aid in the support of this process. 	<ol style="list-style-type: none"> 1. Provide additional PL for all staff to support the intervention process. 2. Promote a timely process for providing student intervention while utilizing MTSS personnel and teacher data during monthly staff meetings to help guide and expand intensity and effectiveness of interventions. 3. Expand existing MTSS support personnel



4D: “At –risk” indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning.

Currently		Going Forward	Expanding/Sustaining										
<table border="1"> <thead> <tr> <th>Literacy Screeners</th> <th>Diagnostic Assessments</th> </tr> </thead> <tbody> <tr> <td>DIBELS (Dynamic Indicators of Basic Early Literacy Skills)</td> <td>Decoding Power Phonological Awareness Inventory</td> </tr> <tr> <td>Reading Inventory</td> <td>Expand to use - The Phonics Inventory for those scoring below 400 on the Reading Inventory</td> </tr> <tr> <td rowspan="2">Shaywitz Dyslexia Screener for kindergarten (How, 26)</td> <td>Sonday System’s – *Pre- Reading Survey</td> </tr> <tr> <td>Expand to use the DIBELS 8th Edition as a Dyslexia Screener to replace Shaywitz</td> </tr> <tr> <td></td> <td>Running Records</td> </tr> </tbody> </table>	Literacy Screeners	Diagnostic Assessments	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Decoding Power Phonological Awareness Inventory	Reading Inventory	Expand to use - The Phonics Inventory for those scoring below 400 on the Reading Inventory	Shaywitz Dyslexia Screener for kindergarten (How, 26)	Sonday System’s – *Pre- Reading Survey	Expand to use the DIBELS 8 th Edition as a Dyslexia Screener to replace Shaywitz		Running Records	<ol style="list-style-type: none"> 1. Participate in additional PL from curriculum coordinator during monthly MTSS Meeting 2. Refine the process for addressing the needs of “At Risk” students 3. Plan for re-teaching foundational skills when skills are lacking using activities that build phonological awareness https://literacyessentials.org/downloads/ge/Indocs/k-3_literacy_essentials.pdf Essential Literacy Practices K-3 4. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards (What, 9) 	<ol style="list-style-type: none"> 1. Purchase technology for completing and storing data collected from running records. 2. Participate in PL on administering running records, analyzing RR data, selecting evidence-based interventions, delivering intervention lessons, and making decisions about the next steps when students struggle, succeed, or are above grade level. 3. Use technology for communicating data to district/building literacy leadership teams in a timely manner (What,8/Why,96). 4. Expand our current practices to include administering “The Phonics Inventory” for students who score 400 or below on the Reading Inventory.
Literacy Screeners	Diagnostic Assessments												
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Decoding Power Phonological Awareness Inventory												
Reading Inventory	Expand to use - The Phonics Inventory for those scoring below 400 on the Reading Inventory												
Shaywitz Dyslexia Screener for kindergarten (How, 26)	Sonday System’s – *Pre- Reading Survey												
	Expand to use the DIBELS 8 th Edition as a Dyslexia Screener to replace Shaywitz												
	Running Records												



4E: Summative outcome data are reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions.

Currently	Going Forward	Expanding/Sustaining
1. ELA Benchmark data for grades K-2 and Georgia Milestones data for grades 3-6 is analyzed during annual post-planning staff meetings.	1. Summative data for grades K-2 and 3-6 will continue to be analyzed during annual post-planning meetings in order to ensure programs being utilized (Journeys and GoMath curriculum) are effective.	1. Determine if programs being utilized based on summative data currently are effective and whether new programs need to be implemented for use in the upcoming school year. (What, 8) 2. Create visual data plan to better analyze summative data

See the chart on the following page: Protocol for Using Summative Data.



Protocol for Using Summative Assessment Data

Actionable Steps:	Notes:		
<p>1. Set the stage.</p> <ul style="list-style-type: none"> State the purpose of the meeting. Explain the desired outcome. Review team communication and data norms. 	Three minutes		
<p>2. Identify the focus standards of the assessment. Discuss the following questions...</p> <ul style="list-style-type: none"> How are these data from this assessment organized? What learning targets or standards were measured? What is considered proficiency? 	Five minutes		
<p>3. Discuss the data.</p> <ul style="list-style-type: none"> Working individually, each teacher should examine their personal data, looking only for fact statements. Each member discusses the facts & records notes. When all facts are evident, the group then begins to develop inferences and draw conclusions. How many students were proficient, not proficient, and beyond proficient? <p>After facts are noted, then infer and draw conclusions...</p> <ul style="list-style-type: none"> Discuss patterns in the data... <ul style="list-style-type: none"> How did subgroups of students perform? How did specific classes perform? How did specific interventions affect growth? How did pacing or instructional strategies affect performance? How do these data need to impact future Curriculum choices? How do these data need to impact future instructional practices? 	Record Facts	Record Inferences	Record Conclusions
	Twenty minutes		
<p>4. Develop the action plan.</p> <ul style="list-style-type: none"> Create an action plan for data informed curriculum planning. Create an instructional plan that considers a change in pacing if needed. Consider evidence-based interventions and strategies to be included in each unit of study's instructional plan. 	Twenty minutes		
<p>5. Set goals for improvement.</p> <ul style="list-style-type: none"> Identify & discuss follow-up assessments to be used. Consider any obstacles or stumbling blocks the discussion identified. Discuss ongoing efforts and strategies designed to ensure quality Tier 1 instruction. 	Ten minutes		
<p>6. Determine agreed-on actions and results indicators.</p> <ul style="list-style-type: none"> What indicators will we use to determine the effectiveness of the results of this action plan? How will we know if this plan is effectively improving student achievement? 	Five minutes		



4F: A clearly articulated protocol for using data to improve teaching and learning is followed.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Data review protocol is in place 2. Decisions are made to identify instructional needs of students (Why, 120). 3. The collaborative planning team uses weekly formative assessments to plan individualized interventions with struggling learners. Screener information is used to group students with like abilities. 4. Benchmark data is used to identify standards that need to be retaught in whole group and small group settings. 5. GMAS results are used at the beginning of the year to identify students with special needs, educational gaps, and gifted capabilities. 6. Additionally, teachers use GMAS Lexile scores to identify students who are on, above, or below grade level in reading in order to better accommodate student needs. 7. Writing rubrics are used to guide instruction and inform students of state requirements for receiving a distinguished score on the Writing portion of the GMAS. 	<ol style="list-style-type: none"> 1. Continue using data review protocol 2. Create protocol with community partners to better understand instructional needs of children birth-5 	<ol style="list-style-type: none"> 1. Expand relationship and data review protocol with community partners to better educate parents and partners on the meaning of screeners results for children ages birth-5 and educate them about available resources. <p>See the “Universal Screening and Progress Monitoring Data Protocol” on the next page.</p>

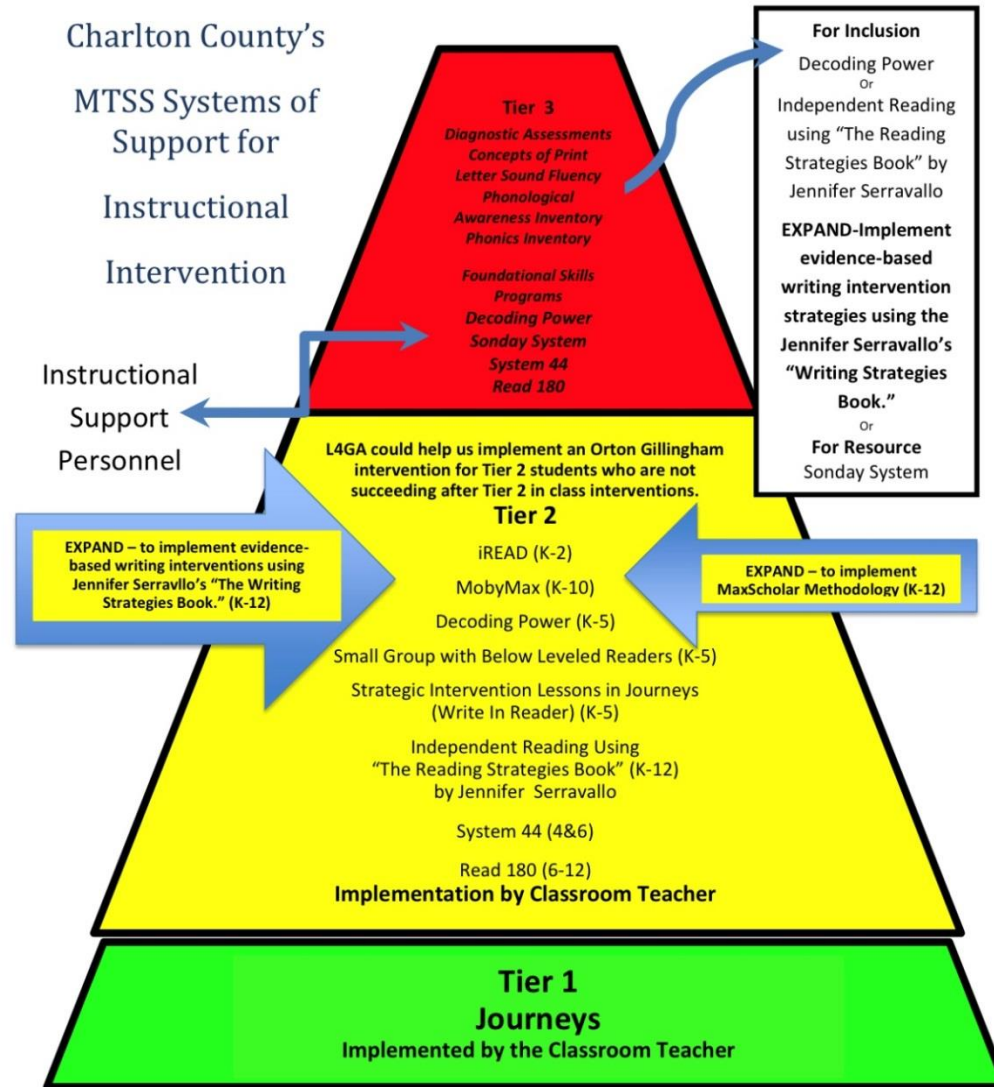


Universal Screening & Progress Monitoring Data Protocol				
Applies to Building Block 4a, part of 4b, 4c, and 4d		Improving Teaching and Learning		
Steps in Cycle	Time	Who is Responsible	Assessments, Resources, & Actions	Next Steps or Expanding
1. Administer Screeners	Beginning (B), Middle (M), & End (E) of Year	Strengths/ Weaknesses Assessment Team (SWAT) SWAT Members Classroom Teacher, Paras, Counselor, administrators, retired teacher volunteers, librarian, & interventionist	PALS – Pre-K PPVT – Pre-K Fluharty – Pre-K & Kindergarten Shaywitz Dyslexia Screener – Kindergarten DIBELS – Grades K-5 BAS Running Records for Reading / Grades K-3 BAS Writing Assessment Screener / Grades K-3 Reading Inventory / Grades 2-12 Phonics Inventory / Grades 2-12 STAR / Grades Late K-8	We would like to purchase Dibels 8 th Edition to use as a Dyslexia Screener in addition to its current use. It will provide more reliable data. We need professional learning to add the use of Test Pad in the SLDS platform to our current assessment practices.
2. Add data to Tier 1 Data Review Forms	B,M, E	Classroom Teachers	Grade Specific Assessment Data	We also need to add the use of Assesslets as a writing benchmark for 3 rd -12 th grade. This would need to include professional learning.
3. Identify “At-Risk” Students	B,M, E	Classroom Teachers & MTSS Team		
4. Administer a Diagnostic Assessment	B,M,E Or as Needed	Classroom Teacher / We would like to hire an interventionist to support this process.	Pre-K We need a diagnostic assessment K – 1 Concepts of Print, Phonological Awareness Inventory 2-12 Phonics Inventory after RI Screener	Literacy Leadership Team, Teachers, & MTSS Team Studies the Data
5. Select an evidence-based intervention	Deliver intervention for 2 weeks	Classroom Teacher	Deliver the evidence-based intervention... From “The Reading Strategies Book,” The “Writing Strategies Book,” and/or Decoding Power (Foundational Skills Intervention) etc.	Progress Monitor after the evidence-based intervention has been consistently implemented for 2 weeks



See the “Universal Screening and Progress Monitoring Data Protocol” chart on the previous page. This chart supports action items 4A, 4C, 4D, & 4G. See the “MTSS Instructional Intervention Plan” graphic on page 24. This chart supports action items 4A, 4C, and 4D.

4G: Student Support Team and Data Team monitor progress jointly.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> To prepare for monthly MTSS meeting, each classroom teacher disaggregates classroom data and creates a plan for intervention. School support team and data team (including K-3 Curriculum Coordinator and the School Psychologist) meet monthly to review progress monitoring in order to determine effective student interventions. Student data is analyzed mid-year by MTSS Team to determine progress in each tier Tier 2 students showing no progress are placed in Tier 3. Intensive interventions are administered and then progress monitored. (How, 46) 	<ol style="list-style-type: none"> Continue holding monthly MTSS data meetings in order to determine and monitor student’s progress. Continue making decisions based on student’s progress as to what tier the student may need to be placed in for interventions. 	<ol style="list-style-type: none"> Expand role of part-time MTSS School Support Personnel to attend monthly data team meetings to assist in analyzing student data. SST/Data Team/MTSS School Support Personnel will meet to determine Multi-Tiered System of Support in order to provide intensive interventions. (What, 11) Hire an interventionist to deliver the Orton Gillingham Methodology. Classroom teachers and interventionists participate in Orton Gillingham Methodology training.





See the US & PM Data Protocol on the Previous Page 21

4H: Specifically designed learning is implemented through supports and interventions based on diagnostic data of a student's needs.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. All teachers, including special education, provide supports and interventions for specialized instruction based on student data. 	<ol style="list-style-type: none"> 1. Using screeners and diagnostic data, all educators will continue to improve supports and interventions 2. Utilize services of MTSS support personnel 	<ol style="list-style-type: none"> 1. Sustain improved supports and interventions 2. Expand services of MTSS Support Personnel 3. Provide PD for teachers, administrators, and MTSS support personnel on using screener and diagnostic data for planning, developing, and delivering interventions 4. Hire an interventionist.



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BB 5. Tiered Supports –“Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved student outcomes” (Why, 125)

5A: Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework.

Currently	Going Forward	Expanding/Sustaining
1. Bright From The Start professional learning (Big Day in Pre-K aligns with GELDS)	1. Continue current delivery model of GELDS 2. Small group is intentionally planned using GELDS	1. Sustain current practices 2. Participate in professional learning for Tier 1 Phonological Awareness lessons and interventions when needed

5B: High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily.

Currently	Going Forward	Expanding/Sustaining
1. All staff have high expectations for all student learning 2. Nourishes student learning with developmentally appropriate practices	1. Empower students to achieve their full potential 2. Continue to focus on academics through real-world application	1. Sustain student relationships and interests 2. Creating individual student goals and changing instruction for students who need enrichment 3. Complete the current Growing Reader Cohort. 4. Expand the independent reading strategy from Growing Readers to other classrooms.



5C: Students receive literacy instruction in all contents and intervention that is evidence-based.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 120 minute literacy-block is established (How, 25) Interventions provided in reading/math content areas Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf Essential Literacy Practices K-3 	<ol style="list-style-type: none"> Continue Journey’s Curriculum during literacy-block Provide interventions in all content areas Integrate technology resources within all content areas to enhance literacy instruction 	<ol style="list-style-type: none"> Sustain literacy-block using Journey’s Curriculum Provide PL on cross curricular interventions Sustain technology resources to provide literacy instruction and ensure digital access Sustain specific comprehension strategies for informational reading based on Jennifer Serravallo’s book, Reading Strategies.
5D: All students receive effective writing instruction across the curriculum.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> Students receive Tier 1 writing instruction through Journey’s. Some teachers have received training on evidenced-based instruction. Some teachers have received training on Analyzing Student’s Narrative Writing Using the GA Milestones’ Rubric 	<ol style="list-style-type: none"> Create cross-curricular plan to provide explicit writing instruction. All teachers receive training on evidenced-based writing instruction. 	<ol style="list-style-type: none"> Fully develop and implement a vertical/horizontal- articulated writing plan using GA Milestones Rubrics Participate in technology training to improve students’ writing Additional PL on using evidence-based strategies. Book Study Jennifer Serravallo’s “The Writing Strategies Book” and implement writing strategies instruction More teachers participate in Analyzing Student’s Writing Using the GA Milestones’ Rubrics PL



5E: Teachers provide engaging daily instruction in which students read and write enough to build stamina.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. K-3 teachers participate in Growing Readers initiative to build student stamina during independent reading time 2. Texts are available for students 3. Strategies being integrated throughout reading instruction 	<ol style="list-style-type: none"> 1. All teachers participate in Growing Readers training 2. Provide more access to engaging texts 3. Provide PL for writing instruction 	<ol style="list-style-type: none"> 1. Provide additional PL on reading stamina 2. Ensure digital access to texts 3. Integrate writing strategies and build writing stamina through evidence-based writing program (What, 10)
5F: Students have access to a wealth of texts that are below, at and above grade level.		
Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Students have routine access to print resources, including classroom libraries, grade level texts. 2. Educators and students are provided one-to-one technology within the classroom to enhance literacy in all content areas. 	<ol style="list-style-type: none"> 1. Educators will work to increase the amount of texts within classroom libraries and school library. 2. Other technological resources will be provided. 	<ol style="list-style-type: none"> 1. Provide library/technology access to students during summer hours 2. Provide e-readers for student access (What, 56) 3. L4GA could support the purchase of “Summer Literacy Packs” to be checked out during the summer for additional access to text during this time away from school.



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BB 6. Professional Learning in Literacy Instruction

6A: Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print, (print awareness), alphabet knowledge, writing, and oral language.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Participation in PL on early literacy concepts 2. Tier 1 supports provided for all Kindergarten students 	<ol style="list-style-type: none"> 1. Additional PL opportunities on early literacy concepts 2. Provide interventions immediately after first benchmark data that shows Kindergarten students who are lacking phonemic awareness 	<ol style="list-style-type: none"> 1. Paras, MTSS trained on phonemic awareness and other early literacy concepts (Why, 60) 2. Expand instruction to improve oral language and early literacy skills (phonological, phonemic awareness) in daily practice. 3. L4GA would enable us to include day care providers and private Pre-K providers in Early Literacy Skills PL

6B: Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas.

Currently	Going Forward	Expanding/Sustaining
<ol style="list-style-type: none"> 1. Re-delivery of PL taking place for teachers/administrators 	<ol style="list-style-type: none"> 1. Expand PL opportunities to MTSS coordinator, paraprofessionals, early learning day care providers, private Pre-K providers 	<ol style="list-style-type: none"> 1. All staff members participate in PL opportunities focusing on all aspects of literacy 2. L4GA would help us include early learning agencies in PL



*"What"/"How" based on K-12 documents **Plan supported by data presented throughout

Application Measurement/Outcomes/Evidence/Artifacts

Shared Vision/ Stakeholder Support	PL	Materials/Resources/Technology Instruction (best practices, continuity)	MTSS/Assessment/Data
<ul style="list-style-type: none"> • Completed/revise literacy plans • Completed/revise & shared curriculum maps • Maintain and/or improve stakeholder attendance at literacy events – sign-in sheets • Leadership/faculty/grade/content meeting agendas/minutes • Improved EOG scores • Stakeholder correspondence • Literacy awareness videos shared through CCSS Aptegey App • Literacy awareness /flyers and other promotion materials in community 	<ul style="list-style-type: none"> • Sign-in sheets • Improved EOG scores to include all content areas • Summer Institute documents • Stakeholder invitations/ correspondence • Stakeholder participation in PL – sign-in sheets • Classroom observations • Lesson plans 	<ul style="list-style-type: none"> • Purchase orders • Class observations • Lesson plans • Teacher surveys • Parent surveys • Collaborative meeting agendas/minutes 	<ul style="list-style-type: none"> • Scores/data reports (screeners, diagnostic, formative, benchmark, summative) • Improved EOG scores • Collaborative meeting agendas/minutes • Lesson plans • Data meetings with grade level teams/ minutes • Vertical data meetings with grade before and grade after/ minutes • Data meetings with leadership/ minutes