

# Application: Clayton County B5

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L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000341  
**Last submitted:** Mar 23 2020 06:40 PM (EDT)

## District Profile

**Completed** - Mar 23 2020

## District Profile

### District Name

Clayton County Public Schools

### District Contact Information

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

Name	Lonnie Smith
Position	Grant Administrator
Email	<a href="mailto:lonnie.smith@clayton.k12.ga.us">lonnie.smith@clayton.k12.ga.us</a>
Phone	770-515-7575

### Grant Fiscal Agent MOU

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

[L4GA - Fiscal Agent Memo of Understanding.pdf](#)

**Filename:** L4GA - Fiscal Agent Memo of Understanding.pdf **Size:** 234.8 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.

[L4GA Conflict of Interest and Disclosure Policy Feb 2020.pdf](#)

**Filename:** L4GA Conflict of Interest and Disclosure Policy Feb 2020.pdf **Size:** 1.8 MB

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### Previous Grantee

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

no

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### Growing Readers

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

no

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### Get Georgia Reading

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

## L4GA 2019 Full Application

Completed - Mar 23 2020

## L4GA 2019 Full Application (\*except Section 8)

## **L4GA 2019 Grant Application**

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

All files uploaded files should be .pdf.

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

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**Please Upload:**

**YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex**

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

**15 Points**

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[ClaytonCountyLEAPartnershipNarrativeSection1.pdf](#)

**Filename:** ClaytonCountyLEAPartnershipNarrativeSection1.pdf **Size:** 745.8 kB

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**Please Upload:**

**YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.**

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

**10 points**

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[ClaytonCountyLEAPartnershipManagmentandKeyPersonnelSection2.pdf](#)

**Filename:** ClaytonCountyLEAPartnershipManagmentandKeyPersonnelSection2.pdf **Size:** 775.0 kB

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**Please Upload:**

**YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.**

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

#### **10 points**

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

#### **B-5**

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

Analysis of:

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

#### **K-12**

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[ClaytonCountyNeedsRoot.pdf](#)

**Filename:** ClaytonCountyNeedsRoot.pdf **Size:** 481.5 kB

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**Please Upload:**

**YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.**

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

**10 points**

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[ClaytonCountyProjGoalsSection4.doc.pdf](#)

**Filename:** ClaytonCountyProjGoalsSection4.doc.pdf **Size:** 381.1 kB



**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.**

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

**10 points**

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

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

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

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

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

[ClaytonCountyAssessmentDataAnalysisPlan.pdf](#)

**Filename:** ClaytonCountyAssessmentDataAnalysisPlan.pdf **Size:** 246.7 kB

**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.**

**Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)**

**10 points**

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including early care and learning providers, CTAE, Special Education teachers, all content teachers as well as community partners and parents as appropriate. This section of the grant should provide the district's overall plan for engaging LEA-Partners with L4GA Professional Learning offerings. NOTE: LEA-Partners must agree to utilize their L4GA professional learning plan as their singular plan for literacy-related professional learning to avoid layering conflicting professional learning opportunities that could be available in a large LEA. **The Professional Learning plan should be limited to 1000 words.**

Plan for engaging LEA-Partners with Professional Learning offerings:

- Time allocated for collaborative planning time per age/grade level team and vertical teams.
- Local PL supports (e.g., PLCs, collaborative planning, coaching, mentoring)
- Online PL supports
- Institutes
  - Topics of interest for PL for each audience (e.g., early learning; literacy interventionists; community/family liaisons; school leaders, etc.)

[ClaytonCountyProfessionalLearningStratergies.doc.pdf](#)

**Filename:** ClaytonCountyProfessionalLearningStratergies.doc.pdf **Size:** 214.3 kB

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**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.**

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

## 10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[ClaytonCountyResources.pdf](#)

**Filename:** ClaytonCountyResources.pdf **Size:** 555.7 kB

## **Please Upload:**

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

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

#### **unscored**

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

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

Notes:

#### **Unallowable Expenditures**

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

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

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

[ClaytonCountyBudgetSummary.pdf](#)

**Filename:** ClaytonCountyBudgetSummary.pdf **Size:** 269.7 kB

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**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf**

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

[GKIDS\\_SCHOOL\\_SP17.pdf](#)

**Filename:** GKIDS\_SCHOOL\_SP17.pdf **Size:** 115.7 kB

## **School Profile**

**Completed** - Mar 23 2020

## **B5 Project/School Profile**

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

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## B5 Project/School Information

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

System Name	Clayton County
School or Center Name	Clayton B5
System ID	(No response)
School ID	(No response)

## Non-traditional Grade Configuration

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

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

No

## Level

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

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

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

## Number of Certified Teachers in School

37

## Number of Paraprofessionals or Teaching Assistants in School

37

## Principal or Director

Name	Joye Bradley
Position	Coordinator, Early Learning
Email	<a href="mailto:lonnie.smith@clayton.k12.ga.us">lonnie.smith@clayton.k12.ga.us</a>
Phone	(No response)

## L4GA 2019 School Contact

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

Name	Joye Bradley
Position	Coordinator, Early Learning
Email	<a href="mailto:joye.bradley@clayton.k12.ga.us">joye.bradley@clayton.k12.ga.us</a>
Phone	(No response)

## L4GA 2019 B5 Project/School Literacy Plan

Completed - Mar 23 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

### **B5 Literacy Plan Final 3132020**

**Filename:** B5\_Literacy\_Plan\_Final\_3132020.pdf **Size:** 416.1 kB



## Birth to Five Literacy Plan

### *School History*

A formal early learning initiative in Clayton County Public Schools (CCPS) can be traced back to the early nineties. Today, there are 37 Pre-K classrooms serving 1,165 students which include Department of Exceptional Children. The current demographics of the Pre-K population is 312 Hispanic, 1 American Indian, 25 Asian, 768 Black, 1 Native Hawaiian, 25 white and 33 2 or more races. The classrooms are Georgia lottery-funded Pre-K programs within CCPS. The 37 Pre-K classrooms are housed at the 30 elementary schools in the district. Preschool services are provided for three to five-year-old special needs and in collaboration with Babies Can't Wait.

Current early learning demographics of preschool/Pre-K students served within the district mirror ethnic and socioeconomic percentages of the entire student population and community.

Child Care Center Partnerships were established within the Georgia Pre-K network of early care and learning professionals. Currently, the Child Care Collaborative Meetings are held quarterly at the Clayton County Public Schools Professional Learning Center.

The Early Learning Department of Clayton County Public Schools has established monthly visits to Child Care Centers to provide information on school readiness, early literacy resources, Get Georgia Reading updates, access to online books and community/school events tailored to young learners.

### *Administrative and Teacher Leadership Team*

The Early Learning Team supports Pre-Kindergarten and is staffed at the district level. Each school has an administrator who serves as the site director for the school's Pre-K classrooms. There is ongoing communication with the Early Learning team, school administrators, the Georgia Pre-K consultant, and Pre-K teachers. Pre-k teachers are provided monthly Professional Development and participation is voluntary. Site administrators are provided an online hub of information and resources to oversee the Pre-K programming requirements.

### *School Literacy Plan*

CCPS Schools recognizes the importance of Birth to Five initiatives, as evidenced by the Readiness Radar data provided by the Georgia Early Education Alliance for Ready Students. The Early Learning Department of Clayton County Public Schools serves to strengthen collaboration among

early childhood educational providers, including private and public agencies.

A School Readiness Team was created as an extension of each department which includes Department of Exceptional Children, Early Learning, English Language Arts, Preschool/Pre-K representatives from childcare centers and will be instrumental in helping to strengthen literacy among the Birth to Five population.

<b>School Readiness Team</b>
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Name	Position/Title
Dr. Joye Bradley	Coordinator/Early Learning
Ebony Brown	Coordinator/Elementary ELA
Tiffany Barner	ELA Lead Teacher K-2
Dr. Sharnette Dennis	Early Learning Instructional Specialist
Demetria King	Early Learning Compliance Specialist
Johnson	Director, Morrow Early Learning
Erica Curry	Coordinator, Preschool Department of Exceptional Children
Tikia Jeffrey	Preschool Compliance Specialist, Department of Exceptional Children
Tawny Small-Burnam	Preschool Special Education Lead Teacher, Department of Exceptional Children

***Community Assets***

Community support is essential to ensure that the Birth to Five population transitions smoothly to CCPS Schools. Key partners include United Way(Learning Spaces), Clayton County Health Department, Babies Can't Wait, Clayton County Head Start, Clayton County's Public Library, and private childcare centers. These agencies assist with distribution of literacy resources, hosting

Parent Engagement Series, identification of children in need of early intervention, and kindergarten readiness activities.

### ***Past Instructional Initiatives***

Pre-K's interactive and child-centered classrooms used the instructional design provided by High Scope. Teachers developed units based on children's interests, needs, and stages of development. Students were assessed with the Work Sampling System and the process of assessment transitioned to full implementation of Work Sampling Online. Pre-K teachers and leaders trainings were required by Bright from the Start and additional training initiatives focused primarily on Emergent Literacy and Mathematical Concepts.

CCPS Schools applied for the Striving Reader Grant in the past, this opportunity led us to develop many new initiatives to meet the requirements of the funder which include development of a District Literacy Team which meets monthly. We have also worked to solidify our partnership process across the District. In addition, we have focused on many early learning initiatives including the adoption of a new Pre-K curriculum, additional technology and instructional materials, literacy packet materials for distribution to Birth to Five-year-olds (SMART START kits), professional learning on early learning and literacy, and contracted services to support the initiatives. We continue to strive to include on B-5 through LTRS training and a host of additional supports.

### ***Current Instructional Initiatives***

#### **Current Instructional Initiatives: Platforms and products supporting our evidence-based literacy initiatives**

- Engaged Leadership via a District Effectiveness Team
- Established a Child Care Collaborative
- Engaged Leadership via a District Cross Functional Team
- Engaged Community via the District Literacy Task Force
- Multi-Tiered System of Support/Response to Intervention
- Increasing Language Nutrition and Home Libraries via Little Free Libraries and Babies, Books, and Beyond
- Established a school readiness team
- Reach Out and Read - Books to Pediatricians to Parents
- Learning Spaces - Parent Engagement Series
- Talk with Me Baby Sessions
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- We Can Curriculum

- Universal Screener for Early Literacy
- Early Learning RTI Manual
- Multi-Tiered System of Support/Response to Intervention

### ***Professional Learning Needs***

Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. Clayton County Public Schools is committed to high performance. To ensure high performance, impactful and sustainable professional learning is key. The professional learning plan will provide staff with a vast selection of learning opportunities:

- Professional Learning Communities
- Endorsements
- Summer Institutes
- Job-Embedded Professional Learning
- Evening and Saturday Professional Learning
- Conferences
- Blended Learning
- Purchased Professional Learning

Professional learning topics for all stakeholders are listed in the chart below. These topics were drafted from the analysis of performance data and surveys completed by administrators, teachers, daycare providers, and community partners. The following professional learning needs were identified.

### ***The Birth-Five professional learning strategies chosen most frequently included:***

- Phonological Awareness
- Read Aloud
- Social and Emotional Learning
- Response to Intervention
- Emergent Writing

### ***Need for a Literacy Project***

It is the goal of Early Learning to promote school transition efforts in collaboration with childcare centers and the Pre-K program. This goal will be reached as we provide instructional best practices, professional learning, continuous monitoring and support, and data analysis of classroom environments and universal screeners. With all stakeholders sharing the same vision of school readiness, the kindergarten students will have a solid educational foundation.

During the 2016-2017 school year, Clayton County Public Schools underwent a comprehensive needs assessment and root cause analysis using the Georgia Department of Education's Systems of Continuous Improvement. The framework provided a viable problem-solving process to dig deeper into the sources that are contributing to the areas of improved outcomes and to the areas that are stagnant or lack growth.

The team (consisting of various stakeholders: district leaders, school staff and students, parents, community members, business owners) began the analysis by reviewing multiple sources of data and evidence that related to the systems of continuous improvement. Evidence ranged from student and teacher data to stakeholder and community data - exploring both quantitative and qualitative measures. We examined what effective practices (or assets) are in place and what additional systems, processes, and supports are needed. After assigning each area a rating and responding to a set of guiding questions, we used the *Five Whys* root cause analysis process in order to determine overarching needs and to narrow down to potential root causes, that if addressed - would either eliminate or significantly reduce the current concern or issue. As each group reported areas for growth, the larger team began to notice trends and patterns in findings. We identified several overarching needs; yet, the prevalent areas of need were increasing early learners' readiness levels, increasing all students' literacy levels, increasing professional capacity among leaders and teachers, and using formative assessments to inform teaching and learning. From this list, we prioritized the following [with the ultimate goal of improving students' literacy and achievement levels] :

- **Overarching Need #1:** Increase teacher effectiveness and efficacy to improve student performance in the core content areas (English Language Arts, Math, Science and Social Studies)
- **Overarching Need #2:** Improve leaders' professional capacity to improve the efficiency and efficacy of teaching and learning at their school

Following the identification of these overarching needs, we developed a Literacy Improvement Plan that would provide a roadmap for capacity-building networks and systems in order to improve students' readiness and achievement levels across the academic program. We know from research

that there is an indisputable connection between literacy competencies and performance in all other subject areas. Research tells us that reading is the most important skill for success in school and society. Children who fail to learn to read will surely fail to reach their full potential [in school and beyond] (Moats & Hall, 1998). Thus, the challenge facing Clayton County Public Schools is the need to increase the percent of students entering kindergarten ready to learn and ensuring that students master the fundamentals of reading by the end of their primary years so that they are ready to read to learn. From the root cause analysis, the team discovered that less than twenty-percent of PreK aged students attended the school district's PreK program and another twenty-five percent attended private early learning. Thus, it was unknown what the additional fifty-percent of students are engaged prior to kindergarten. Following this, the district worked with Bright from the Start to secure five additional PreK classrooms, and the district forged stronger partnerships with the early learning centers.

### **Babies, Books, and Beyond**

Clayton County Public Schools (CCPS) will utilize its partnership with the Clayton County HeadStart, Clayton County Child Care Centers, and Family Home Day Cares to maintain engagement of early literacy practices and kindergarten readiness. At scheduled collaborative meetings, CCPS brings together more than thirty early childhood organizations aimed at improving 3rd grade reading outcomes by ensuring a solid foundation of basic literacy skills. In addition to the collaborative meetings, the Birth-Three initiative titled *Babies, Books, and Beyond* extends early literacy resources such as board books, Ready4K app, access to Cox Campus, *Talk With Me Baby* Strategies, First Readers Applications, and SMART START Toolkits. This initiative is community outreach that serves areas in Clayton County that are most frequented by families of early learners.

Securing more early literacy resources is critical to the Georgia B-5 Literacy Plan. Connections have been made to institute events such as Literacy Lunch and Learn sessions, professional learning opportunities for our early care providers for research-based strategies in Literacy, resources for Quality-rated efforts, and Talk With Me Baby sessions. These events have been well-received by stakeholders, but there is a crucial need to expand the efforts in the future. Presently, resources are scarce and the number of events to host are only limited to twice a year and there are 8% of the Child Care Centers with 3 star programming. With the L4GA grant, the possibilities to increase the knowledge of early literacy throughout the year are endless.

The following B5 Literacy Plan links directly to the CCPS's Literacy Plan included in this application, and the research base for activities included on the school plan are also detailed. Specific reference information for cited source in this application is included in the appendix section of the grant application.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that <b>all</b> teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><b>B-5</b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>• Implement early literacy instruction (phonological awareness, comprehension, fluency, vocabulary, emergent writing, and concepts of print).</li> <li>• Administer early literacy assessments (Work Sampling Online, Phonological Literacy Screening(PALS), Peabody Picture Vocabulary Test(PPVT) to</li> </ul>	<ul style="list-style-type: none"> <li>• Use monitoring tools to collect data on the fidelity of the implementation in Georgia Early Learning and Developmental Standards (GELDS).</li> <li>• Establish timelines for the administration of Early Literacy assessments.</li> <li>• Determine effectiveness of early literacy instruction through the use of Instructional Quality Guides (IQ)</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for Early Literacy Training Materials and training consultants</li> <li>• Funding for substitute teachers and/or stipends</li> <li>• Funding for purchasing Early Literacy Assessments and assessment training sessions</li> <li>• Funding for Intervention Resources and Materials</li> <li>• Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference,</li> </ul>

	<p>determine student growth.</p> <ul style="list-style-type: none"> <li>• Provide targeted professional development to principals, childcare directors, childcare professionals, Head Start professionals, and district staff.</li> <li>• Acquire additional literacy resources for Pre-K classrooms, Childcare Centers, and Community Partners.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>• Implement Response to Intervention (RTI) to increase support and resources.</li> <li>• Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> </ul>	<p>and early literacy observational checklists.</p> <ul style="list-style-type: none"> <li>• Increase the use of the Coaching Cycle with struggling teachers through the tiered level of support.</li> <li>• Provide on-going professional development sessions.</li> <li>• Conduct professional learning needs survey for principals, childcare directors, childcare professionals, Head Start professionals, and district staff.</li> <li>• Provide follow-up professional development and technical assistance based on data.</li> <li>• Monitor protocols for</li> </ul>	<p>Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p>
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		<p>referrals to tiered interventions based on screenings, progress monitoring, and the learning domains addressed.</p>	
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Adams, M. J. (1998). Learning about print: The first steps. In Beginning to read: thinking and learning about print (pp. 333-374). Cambridge, Mass.: MIT Press.
- Blevins, W. (1999). Phonemic awareness activities for early reading success: Easy, playful activities that help prepare children for phonics instruction. New York: Scholastic.
- Cairney, T. (1997). Acknowledging diversity in home literacy practices: Moving towards partnerships with parents. Early Child Development and Care, 127–128, 61–73.
- Florida Center for Reading Research. (n.d.). FCRR partners with Irish tech firm SoapBox for child literacy project. Retrieved from <http://www.fcrr.org/>
- Georgia Early Learning and Development Standards, Retrieved from Department of Early Care and Learning, January 27, 2020
- Georgia Instructional Quality Guides, Retrieved from Department of Early Care and Learning, January 27, 2020
- Jung, L. & Mindes, G. (2015) Assessing Young Children
- National Reading Panel. (2000) Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and Human Development.
- Saracho, O. Handbook of Research on the Education of Young Children(2013)

**Project Goal #2:** To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks

<p><b>Objective #2</b>  <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i></p>	<p><b>Actions/Activities</b></p>	<p><b>Evidence of Implementation</b>  <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b>  <i>How will the grant funding be used to support the system's literacy implementation plan?</i></p>
	<ul style="list-style-type: none"> <li>• Provide classrooms with a variety of resources in early literacy materials</li> <li>• Identify strategies/resources to support student learning of the GELDS/differentiated instruction</li> <li>• Use a program-wide, developmentally-appropriate writing process</li> <li>• Develop curriculum guides for phonological awareness, math, science, and social studies aligns with We Can curriculum and GELDS</li> <li>• Require writing to be an integral part of Large Group Literacy component of the daily schedule</li> <li>• Identify a procedure for</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>• Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding to purchase Reading and writing materials related to the topics and themes studied within GELDS</li> <li>• Funding to purchase research based texts on early literacy book study</li> </ul>

	<p>teaching vocabulary</p> <ul style="list-style-type: none"> <li>• Monitor literacy instruction of oral language, vocabulary, and writing development across the curriculum through: Coaching, informal/formal observations, lesson plans, walkthroughs, student work samples and co-teaching</li> <li>• Implement a summer remediation and acceleration program for Rising Pre-K and Kindergarten students</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- McCutchen, D. Abbott, R.D., Green, L. B. Beretvas, S.N. Cox, S., Potter, N.S., et al. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities*, 35, 69-86.
- National Research Council. (1999). *Starting out right: A guide to promoting children’s reading success*. Washington, DC: National Academy Press.

<b>Project Goal #3:</b> To implement a balanced and comprehensive assessment system that <b>monitors</b> literacy achievement at each tier			
<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the <b>full</b> Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>• Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills. (PALS, PPVT, WSO)</li> <li>• Design and implement a comprehensive assessment plan for all developmental areas.</li> <li>• Design and deliver professional development for teachers, child care centers and leaders so that they are aware of the various types of</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing checkpoint meetings will occur between district administration, school administration, teacher leaders and child care centers</li> <li>• Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Early literacy Assessment professional learning will be needed for teachers and child care center staff to develop their knowledge of various assessments (PALS, PPVT, WSO) to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>• Funding to pay teachers' stipends for</li> </ul>

	<p>assessments.</p> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>• School readiness teams will create and communicate local testing plans to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>• District, school administration and child care centers will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act:</i></p> <ul style="list-style-type: none"> <li>• Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		<p>after school meetings to be held biweekly for data analysis.</p> <ul style="list-style-type: none"> <li>• Funding to purchase newly adopted assessments as a result of being awarded the L4GA grant funds</li> <li>• Funding to contract services for training in the newly adopted assessments (PALS, WSO, PPVT)</li> </ul>
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).
- Georgia’s Cycle of Continuous Improvement <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>
- Georgia Early Learning and Development Standards, Retrieved from Department of Early Care and Learning, January 27, 2020
- Georgia Instructional Quality Guides, Retrieved from Department of Early Care and Learning, January 27, 2020
- Jung, L. & Mindes, G. (2015) Assessing Young Children
- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment

Systems, *The Future of Assessment Practices:*

*Comprehensive and Balanced Assessment Systems Policy Paper.* Brookhart, Guskey,  
McTighe, Toth, Wiliam (2019)

- <https://palsresource.info/assessments>
- [www.pearsonassessments.com](http://www.pearsonassessments.com)

<b>Project Goal #4:</b> To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)			
<b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>B-5</i> <i>Community Partners</i></p> <ul style="list-style-type: none"> <li>• Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings.</li> <li>• Partner with Child Care Centers to provide resources for early literacy development.</li> <li>• Provide professional learning opportunities for child care providers in collaboration with district preschool providers for early literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chart mapping of community resources for childcare centers.</li> <li>• Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>• Evaluate screening tools to ensure appropriateness for students identified with early learning delays.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for Early Literacy Training Materials and training consultants</li> <li>• Funding for substitute teachers and/or stipends</li> <li>• Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>• Funding for conference attendance for teachers, district leaders,</li> </ul>

	<p><i>Parents</i></p> <ul style="list-style-type: none"> <li>• Partner with Parents of Early Learners (Birth-Five) to provide resources for early literacy development, social and emotional development, and school readiness.</li> <li>• Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> <li>• Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>• Participate in district-wide parent workshops that inform parents of how to support literacy development at home.</li> </ul> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>• Create Pre-K to Kindergarten Student Early Readiness Profile.</li> <li>• Participate Kindergarten Transition Activities (Child to Child, Child</li> </ul>		<p>childcare directors, and childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p> <ul style="list-style-type: none"> <li>• Funding for training materials to support family literacy resources, books for families of birth to five learners, literacy kits, ages and stages, developmental delays, school transition,</li> </ul>
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	<p>to School, and Child to Community)</p> <ul style="list-style-type: none"> <li>• Engage students in assessment data chats.</li> <li>• Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>• Increase awareness among students of reading goals.</li> </ul>		<p>kindergarten readiness, and family workshops</p> <ul style="list-style-type: none"> <li>• Funding to incentivize student reading and writing achievement</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Awake, Lynn (2003). Kindergarten transitions: How Pre-K teachers can help. Program services paper. Raleigh, NC: North Carolina Partnership for Children.
- Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.
- Ewen, D., Matthews, H., & Mezey, J. (2005). Missed opportunities? The possibilities and challenges of funding high-quality preschool through Title I of the No Child Left Behind Act. Washington, D.C.: Center for Law and Social Policy.
- Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to Kindergarten: Linking children, families, and schools. Charlottesville, VA:
- Let’s Go to School! A Guide for Families on Kindergarten Transition Family Handbook Retrieved from the Department of Early Care and Learning January 31, 2020
- University of Virginia, National Center for Early Development & 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)

**Ms. Emma Benton, Chief Financial Officer**  
\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

*2/10/2020*  
\_\_\_\_\_  
Date

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

**Dr. Morcease J. Beasley, Superintendent/CEO**  
\_\_\_\_\_  
Typed Name of Applicant's Authorized Agency Head and Position Title

*2/10/20*  
\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

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  - 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.
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## Conflict of Interest & Disclosure Policy

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- 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.

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## Conflict of Interest & Disclosure Policy

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Conflict of Interest & Disclosure Policy

consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

**Ms. Emma Benton**

\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title



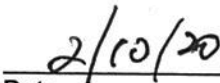
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Date

**Dr. Morcease J. Beasley**

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

**Morcease J. Beasley, Superintendent**

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



\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Morcease J. Beasley

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

Address: 1058 Fifth Ave

City: Jonesboro Zip: 30236

Telephone: (770-473-2700) Fax: (770-603-5765)

E-mail: morcease.beasley@clayton.k12.ga.us

Morcease J. Beasley  
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Morcease J. Beasley  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2/10/20  
Date (required)

## Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

### Professional Learning Strategies Identified on the Basis of Documented Need

Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. Clayton County Public Schools is committed to high performance. To ensure high performance, impactful and sustainable professional learning is key. The professional learning plan will provide staff with a vast selection of learning opportunities:

- Professional Learning Communities
- Endorsements
- Summer Institutes
- Job-Embedded Professional Learning
- Evening and Saturday Professional Learning
- Conferences
- Blended Learning
- Purchased Professional Learning

Professional learning topics for all stakeholders are listed in the chart below. These topics were drafted from the analysis of performance data and surveys completed by administrators, teachers, daycare providers, and community partners. The following professional learning needs were identified.

#### ***The Birth-Five professional learning strategies chosen most frequently included:***

- Phonological Awareness
- Read Aloud
- Social and Emotional Learning
- Response to Intervention
- Emergent Writing

#### ***The K-12 professional learning strategies chosen most frequently included:***

- Research Based Strategies for Reading
- Phonics Instruction
- Disciplinary Literacy
- Writing Instruction
- Writing Across the Curriculum
- Interventions
- Differentiation/Small Group Instruction

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

**Professional Learning**

<b>Caregiver Educators Professional Learning</b>
<ul style="list-style-type: none"> <li>● Developmental milestone of language and literacy development beginning at birth.</li> <li>● Strategies and activities that support language and literacy development for kindergarten readiness.</li> <li>● Creating high quality literacy environments that engage children with appropriate strategies, materials, and experiences in correlation with Quality Rated/</li> </ul>
<b>Pre-School Educators Professional Learning</b>
<ul style="list-style-type: none"> <li>● The principles and standard of child development, growth, and learning.</li> <li>● Designing learning experiences that promote language and literacy development (oral language and vocabulary, knowledge of letters and print related knowledge, and phonological awareness) for all children.</li> <li>● Multiple methods of monitoring and assessing children’s literacy development.</li> <li>● How to differentiate and adjust instructional methods to meet the needs of students.</li> </ul>
<b>Kindergarten-2nd Grade Educators Professional Learning</b>
<ul style="list-style-type: none"> <li>● How to develop standards-based and literacy-based lessons.</li> <li>● Training for leaders in the science of reading so that they deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students’ reading deficits.</li> <li>● Using “Read Alouds” to promote a love of reading, teach print and writing concepts, build background knowledge, model effective reading, and provide an exemplar for a genre of writing.</li> <li>● Utilizing oral language, visuals, and read alouds to provide grade appropriate instruction that can be incorporated during the reading block</li> <li>● Instructional strategies that support the development of phonological and phonemic awareness skills</li> <li>● Instructional strategies that support the development of phonics skills for teaching reading and spelling</li> <li>● How to differentiate and scaffold instructional methods to meet the needs of students.</li> <li>● Progress monitoring of student performance to inform instructional next steps</li> <li>● How to create technology infused instruction to increase student engagement and understanding.</li> </ul>
<b>3rd-5th Grade Educators Professional Learning</b>
<ul style="list-style-type: none"> <li>● How to develop standards-based and literacy-based lessons.</li> <li>● Training for leaders in the science of reading so that they deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students’ reading deficits.</li> </ul>

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

- Using “Read Alouds” to promote a love of reading; preview information, themes, or text structures; model effective reading; show how texts connect with one another; and provide an exemplar for a genre of writing.
- How to develop close reading skills and implement close reading strategies.
- How to instruct students using research based writing strategies that support utilizing text evidence to create opinion pieces.
- How to teach vocabulary through complex content text and instructional materials.
- Instructional practices that address writings standards and connect to content specific standards
- How to differentiate instruction to support the various needs of learners.
- Progress monitoring of student performance to inform instructional next steps
- How to create technology infused instruction to increase student engagement and understanding.

**6th-12th Grade Educators Professional Learning**

- Training for teachers around the Georgia Standards of Excellence.
- Training for leaders and teachers in the science of reading so that they deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Training for teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.)
- How to establish, implement, monitor and maintain a classroom library.
- How to effectively teach informative, narrative and argumentative writing.
- Support for teachers in establishing and maintaining professional learning communities.
- Training for teachers in designing standard-based and literacy based lessons.
- How to implement, support and monitor a comprehensive literacy program at their schools.
- How to establish and sustain a culture of literacy at their school.
- Assessment literacy for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth.
- How to teach and remediate foundational reading skills at the secondary level.

**Special Education Educators Professional Learning**

- How to implement an effective co-teaching model.
- How to differentiate instruction to support the various needs of learners.
- RTI process and compliance with Individualized Education Plans and 504s.
- How to utilize DIBELS and iReady to support students’ deficits
- Training for teachers in designing standard-based and literacy based lessons.

**Leaders Professional Learning**

- Training for leaders in the science of reading so that they deeply understand the five

## Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students' reading deficits.

- How to develop and sustain a culture of literacy

To move students beyond typical growth and into high growth, teachers need professional learning opportunities on evidence-based strategies that impact student outcomes positively. Presently, professional learning is scheduled during preplanning, post planning, and additional days embedded in the school year. Other opportunities for professional learning include after school and during instructional planning times throughout the school day. While these opportunities are utilized to provide professional learning, the structure limits the amount of professional learning that can be provided. To solve time restraints during the week, and to allow inclusion of community members, childcare providers, and other stakeholders in these opportunities, Saturday professional learning opportunities would make a great impact and yield positive outcomes.

Most of our current professional learning is job-embedded and delivered face-to-face. However, we are utilizing our current technology, GoToWebinar, to support professional learning. This technology allows for professional learning to be live streamed or recorded and shared digitally. Additionally, it accommodates more participants yielding a greater impact.

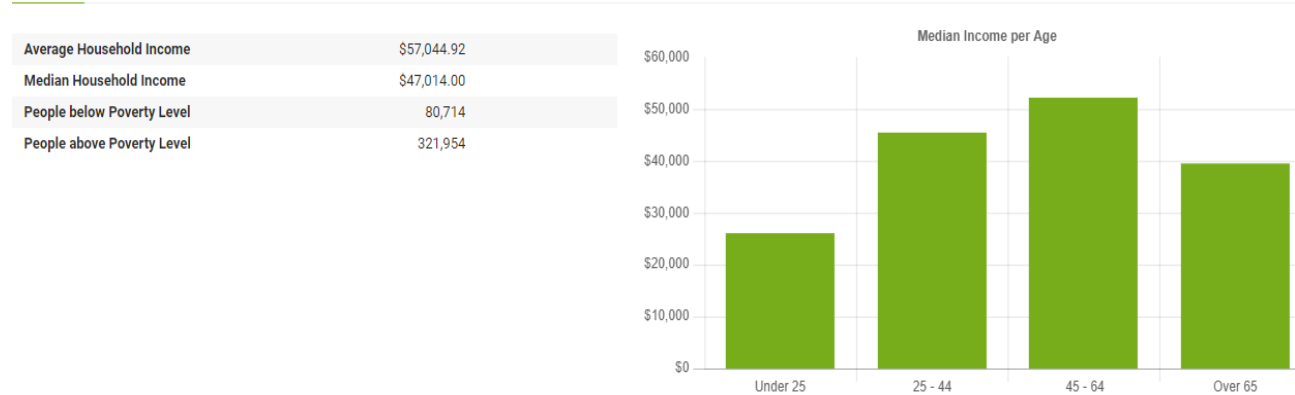
Offering reading endorsements, LETRS professional learning for our teachers, and quality needs-based professional learning for school and community members will greatly impact the literacy outcomes in our community. After reviewing DIBELS data, it is noted a positive shift in the overall student data. This positive outcome is attributed to the LETRS professional learning provided to targeted schools. The L4GA grant would support the need for Saturday LETRS training to continue the positive trajectory of student outcomes.

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

### Assessment/Data Analysis Plan

According to U.S. Census, from 2014-2018, Clayton County had 19.5% of persons with Bachelor's Degree or higher, which indicates a need to develop a literacy plan that prepares students for college, careers and beyond. The median income for Clayton County is \$47,014. Data regarding access to PreK, student transition data between key grades from early learning to 5 year old kindergarten, 5th grade to 6th grade, 8th grade to 9th grade and 9th to 10th grade data have been analyzed to see the need for improvement to literacy learning. These data will be monitored throughout the life of the grant, upon approval. Additionally, we will also utilize student cohort data throughout to ensure growth throughout students careers in CCPS is on-track.

#### Median and Average Income in Clayton County



### Comprehensive and Balanced Assessment System

Clayton County Public School uses a Comprehensive and Balanced Assessment System, Brookhart, Guskey, McTighe, Toth, Wiliam (2019) that includes screening, diagnostic, formative and summative assessment tools to identify, analyze and respond to students' individualized needs. Assessment tools are used to guide instructional decisions and monitor progress towards proficiency. Short-cycle assessments tools connect individualized and small group instruction to our long-cycle assessment tools. Our students are screened 3 times a year using benchmarks and interim assessments and short cycle assessments and practices are used between the benchmarks to drive instructional decisions. Staff members have been trained to administer assessments and analyze data, with annual calibration of scoring and ongoing through-year data reports and collaborative team discussions.

Professional Learning Communities in each school use data to plan activities to improve instruction and identify high impact strategies for teachers. School professional learning plans developed with feedback from teachers inform will be used to analyze data in teams of teachers at each school with on-site training for interpreting and using student assessment results so practices can be shared that yield better learning outcomes for students. No later than two weeks after the return of results, teachers will meet in data teams at the school level to review and make instructional adjustments. Administrators will work with district support personnel to analyze the results and determine needed resources and supports. Assessments will support the work of school personnel to meet the needs of learners. Data will inform instructional decisions and assist

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

with program evaluation. Teachers and administrators will benefit from expanded understanding of assessment types and use of assessments to measure student progress toward mastery of standards. This learning will also contribute to the connection between instructional planning and student learning.

<b>CCPS Current Assessment Protocol PreK-12th Grade</b>					
<b>Assessment</b>	<b>Grade Level</b>	<b>Purpose</b>	<b>Skills/Content Area</b>	<b>Frequency Given</b>	<b>Data Analysis Plan</b>
Work Sampling Online	PreK	Observational	Communication, Language Literacy and Approaches to Plan Social and emotional Development Cognitive Development and General Knowledge and Physical Development and Motor Skills	Ongoing	4K Teachers, School Administration, District Teams
GKIDs Readiness	Kindergarten	Screening	Inventory of Developing Skills Foundations of School Success  English Language Arts	1st six weeks of school	Kindergarten teachers, grade level teams, school leadership teams and district teams analyze 3 times a year
GKIDs 2.0	Kindergarten	Screening, progress monitoring and growth	Phonemic Awareness Phonics High Frequency Words Conventions of Writing Spelling Communication of Ideas	Periodic and Ongoing throughout the year	Teachers, Teacher Teams, District Teams



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

DIBELS 8	K and 1	Screening and Progress Monitoring	Letter naming phonemic awareness, nonsense word fluency accuracy and fluency, word reading fluency oral reading fluency	3 x Annually Every 3 weeks between benchmarks	Teachers, Teacher Teams, District Teams
iReady	Grades 2-8	Diagnostic and benchmarking Beginning, Middle and End of Year	Reading Phonemic Phonics Fluency Vocabulary Comprehension, Literacy and Informational Text	3 x Annually	Teachers, Teacher Teams, District Teams
MAP	Grades pilot schools grades 2-5 all grades 6-8	Interim, formative and growth	Reading and Language Arts	3 x Annually	Teachers, Teacher Teams, School Leadership teams, District Leadership analyze 3 times a year
Benchmarks	9, 10, 11	Interim, formative and growth	Writing	3 x Annually	Teachers, Teacher Teams, School Leadership teams, District Leadership analyze 3 times a year

All of the required assessments for the L4GA grant will be utilized and replace other district assessments that assess the same content and skills in order to maximize teaching time and deepen assessment literacy. The NWEA MAP Assessments will continue to be utilized as a part of the GMAS Consortium. School staff will need to be trained in PALS, DIBELS Next, the Reading Inventory.. The district would continue to allow L4GA schools to use Sta

CCPS Future Assessment Protocol PreK-12th Grade					
Assessment	Grade Level	Purpose	Skills/Conte	Frequency	Data

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

			<b>nt Area</b>	<b>Given</b>	<b>Analysis Plan</b>
PALS	PreK	Screener	Name Writing. Alphabet Knowledge. Beginning Sound Awareness. Print and Word Awareness. Rhyme Awareness. Nursery Rhyme Awareness.	3 x Annually	
Peabody Picture Vocabulary Test (PPVT)	PreK			2 x Annually	
DIBELS Next	K-3	Screening and Progress Monitoring	Letter naming phonemic awareness, nonsense word fluency accuracy and fluency, word reading fluency oral reading fluency	3 x Annually Every 3 weeks between benchmarks	Teachers, Teacher Teams, District Teams
Reading Inventory	Grades 3-11			3 x Annually	
NWEA MAP Reading and Language Use Assessments-	All schools grades 1-10	Interim, formative and growth	Reading and Language Arts	3 x Annually	Teachers, Teacher Teams, School Leadership

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

-Growth and/or through-year					teams, District Leadership analyze 3 times a year
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GKIDs 2.0 and Readiness Check would have to be trained in DIBELS Next. The district would continue to allow L4GA schools to use NWEA MAP Assessments.

**Assessment Plan and Personnel**

All of the formative and progress monitoring assessments will be administered by teachers and support staff. All staff at the participating schools and District Administration supporting the grant will need to be trained on administration, scoring and interpreting the results of the assessments required by the L4GA grant. Benchmarking assessments will be administered by an outside proctor to ensure consistent scoring and valid results. School Test Coordinators are responsible for ensuring test security and appropriate protocol for administering assessments. The District Assessment Coordinators and Academic Coordinators will provide training and support to schools with analyzing and using the data. School Test Coordinators ensure teachers and staff are trained and familiar with assessment requirements. Assessments utilized for universal screening will be administered at the beginning, middle, and end of the year. Progress monitoring and formative assessments will occur between benchmarks. A Data Analysis Protocol chosen by the school will be utilized in teams of teachers and with leadership teams to monitor student progress and determine next steps in instruction. Teachers create flexible groups based on the standards for core instruction and the analysis assists teachers in making informed decisions to meet the specific needs of students for interventions and enrichment.

All CCPS teachers have collaborative planning time during the school day and staff meetings are used for collaboration and team meetings to collaboratively plan lessons, analyze data and plan for differentiated instruction. The Data Analysis Protocol allows teachers to use data to drive instruction.

CCPS maintains a web-based data management system that allows flexibility to upload any data from assessments and match that data to students. The reporting features provide capabilities to disaggregate data by many different characteristics. Assessments can also be developed within the platform and when administered using the platform, item analysis is possible to assist in establishing validity and reliability of locally created assessments. District staff can access data and establish reports at district, school and individual student levels. School administrators and teachers can access based on their attachment to students through the student information system. Reports developed at any level can be shared and when opened only permits the end user to access data based on their right to view the information. In addition to assessment data, we will

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

seek qualitative artifacts to support conclusions and implications of the review. Visits, videos, and photos would be examples of methods to gain this information outside of survey data that would be self-reported by participants. In addition to traditional assessment data, the District Literacy Team will consider assessments local agencies have conducted for our area that resulted in reports of opportunities for development.

Results of assessments will populate the Literacy Scorecard district staff use to progress monitor implementation and provide the Board of Education with updates related to the strategic plan initiatives. Optimizing scheduling and plans for professional learning as data-driven actions remain a work in progress that will be maximized and improved. The next step of reviewing results as an outcome of decisions is a next step in the Plan-Act-Do cycle.

Additionally, students and their families will engage in data presentations and data chats to help them understand the assessments, what results mean and how to improve their understanding. Student goal setting for short and long-term plans will be a part of discussions.

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

#### **Needs Assessment and Root Cause Analysis**

During the 2016-2017 school year, Clayton County Public Schools underwent a comprehensive needs assessment and root cause analysis using the Georgia Department of Education's Systems of Continuous Improvement. The framework provided a viable problem-solving process to dig deeper into the sources that are contributing to the areas of improved outcomes and to the areas that are stagnant or lack growth.

The team (consisting of various stakeholders: district leaders, school staff and students, parents, community members, business owners) began the analysis by reviewing multiple sources of data and evidence that related to the systems of continuous improvement. Evidence ranged from student and teacher data to stakeholder and community data - exploring both quantitative and qualitative measures. We examined what effective practices (or assets) are in place and what additional systems, processes, and supports are needed. After assigning each area a rating and responding to a set of guiding questions, we used the *Five Whys* root cause analysis process in order to determine overarching needs and to narrow down to potential root causes, that if addressed - would either eliminate or significantly reduce the current concern or issue. As each group reported areas for growth, the larger team began to notice trends and patterns in findings. We identified several overarching needs; yet, the prevalent areas of need were increasing early learners' readiness levels, increasing all students' literacy levels, increasing professional capacity among leaders and teachers, and using formative assessments to inform teaching and learning. From this list, we prioritized the following [with the ultimate goal of improving students' literacy and achievement levels] :

- **Overarching Need #1:** Increase teacher effectiveness and efficacy to improve student performance in the core content areas (English Language Arts, Math, Science and Social Studies)
- **Overarching Need #2:** Improve leaders' professional capacity to improve the efficiency and efficacy of teaching and learning at their school

Following the identification of these overarching needs, we developed a Literacy Improvement Plan that would provide a roadmap for capacity-building networks and systems in order to improve students' readiness and achievement levels across the academic program. We know from research that there is an indisputable connection between literacy competencies and performance in all other subject areas. Research tells us that reading is the most important skill for success in school and society. Children who fail to learn to read will surely fail to reach their full potential [in school and beyond] (Moats & Hall, 1998). Thus, the challenge facing Clayton County Public Schools is the need to increase the percent of students entering kindergarten ready to learn and ensuring that students master the fundamentals of reading by the end of their primary years so that they are ready to read to learn. From the root cause analysis, the team discovered that less than twenty-percent of PreK aged students attended the school district's PreK program and another twenty-five percent attended private early learning. Thus, it was unknown in what the additional fifty-percent of students are engaged prior to kindergarten. Following this, the district worked with

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

Bright from the Start to secure five additional PreK classrooms, and the district forged stronger partnerships with the early learning centers.

Research informs that these are formative years for students’ social, emotional, cognitive, and academic development. Through the District’s efforts more students are arriving to Kindergarten ready to work with others, ready to read, and ready to learn. However, there is more work to be done, as approximately forty-percent of entering second graders read below grade level. Studies have shown that students who are not fluent readers by the end of the first grade have a 1 in 8 chance of ever catching up without intensive intervention (Juel, 1988). This has broad implications for student achievement. Literacy must be addressed in the early formative years with continued development and support throughout the K-12 experience for every child.

The district’s Literacy Improvement Plan aligns to the evidence-based Building Blocks of the Georgia Literacy Plan. The goals will serve as the core tenets to develop a project that will impact all students birth to grade 12 in the community. The District’s efforts - along with the identified feeder schools - will utilize a unified approach to continue to strengthen the home and community early learning centers to school student pipeline to increase readiness levels as learners matriculate through each grade level.

**Alignment of the CCPS Literacy Improvement Plan Goals to the Georgia Literacy Plan**

<b>CCPS Literacy Improvement Goal</b>	<b>Alignment to the Georgia Literacy Plan - Building Blocks - “The What”</b>
To implement comprehensive literacy instruction schoolwide in order to develop confident and competent readers, writers, speakers, listeners, and thinkers	<p><b>Building Block 2: Engaged Leadership</b></p> <ul style="list-style-type: none"> <li>Administrator leads the initiative to research evidence-based literacy instruction and participate in professional learning with his/her faculty.</li> </ul> <p><b>Building Block 6: Professional Learning in Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (Kindergarten through 12<sup>th</sup> Grade)</li> </ul>
<b>CCPS Literacy Improvement Goal</b>	<b>Alignment to the Georgia Literacy Plan - Building Blocks - “The What”</b>
To optimize literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a	<p><b>Building Block 3: Continuity of Instruction</b></p> <ul style="list-style-type: none"> <li>Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum. (Grades 3 through 12)</li> </ul>

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

range of complex texts and tasks	<p><b>Building Block 6: Professional Learning in Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (Kindergarten through 12<sup>th</sup> Grade)</li> </ul>
To implement a balanced and comprehensive assessment system that monitors literacy achievement at each tier [with a greater focus on identifying students for interventions]	<p><b>Building Block 4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.</b></p> <ul style="list-style-type: none"> <li>Effective screening, progress monitoring and diagnostic tools have been selected along with a complementary system of benchmark assessments that are common across classrooms.</li> </ul>
To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)	<p><b>Building Block 1: Community Partnerships</b></p> <ul style="list-style-type: none"> <li>A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5<sup>th</sup> grade. (Birth through 5<sup>th</sup> Grade)</li> </ul> <p><b>Building Block 3: Continuity of Instruction</b></p> <ul style="list-style-type: none"> <li>A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12<sup>th</sup> Grade)</li> </ul>

**Comprehensive Needs Assessment Survey Results (Stakeholder Groups)**

Group	Number
School Administrator	48
Classroom Teacher	550
School Support Staff	160
District Administrators	25
District Instructional Staff	38
Parent	70
Student	20
Community Member	35
Other	90

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

Total Survey Participation	1036
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**Grade 3 - Georgia Milestones Assessments Reading Level Data (Three Year Trend)**

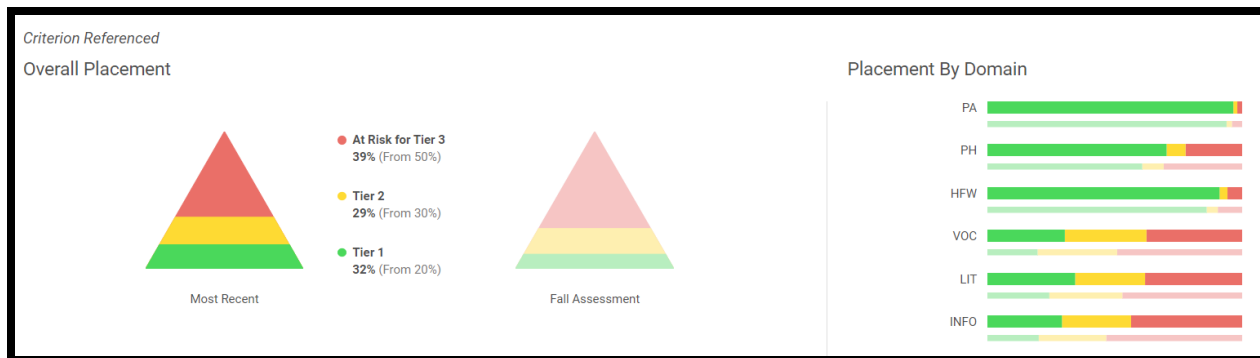
<b>CCPS District Grade 3 % of Students Prof/Distinguished ELA</b>			
	<b>% Overall</b>	<b>% Students with Disabilities</b>	<b>% English Learners</b>
2016-17	21	4	12
2017-18	22	5	14
2018-19	27	6	17
<b>CCPS District Grade 3 On Level</b>			
Grade 3 Clayton County		<b>% of students On Level</b>	
	2016-17	58	
	2017-18	57	
	2018-19	61	

Due to various district and community wide efforts, grade three reading levels have made incremental increases. However, as the table above indicates, Grade 3 Students with Disabilities and English Learners continue to lag behind in the percent proficient or distinguished on the Georgia Milestones for Language Arts. Additionally, the overall Grade 3 reading data for the district shows that approximately forty-percent of students are reading below grade level. Based on the 2019 GMAS reading data, forty-percent of Grade 8 students are reading below grade level, and 37% of Grade 11 students are reading below grade level. While this data is not a matched cohort from third grade to high school, it does support that students who have foundational and reading skills early, tend to sustain these skills. This aligns with the “Matthew Effect” theory, which purports that students who learn to read early, often continue reading, enjoy reading, and consequently have a greater demand of a range of texts; however, poorer readers take the opposite approach and do not learn to grapple with texts. Consequently, they do not gain vocabulary, background knowledge, or understanding of how reading material is structured (Stanovich, 1986). These data and research illustrate the urgency of ensuring all teachers of all subjects and programs know how to implement evidence-based, literacy practices, strategies, and assessments in order to address the reading needs of a range of readers.

**Grade 3 - iReady Reading Results - From Fall 2019 to Winter 2020**



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



Currently, Clayton County Public Schools uses Curriculum Associates *iReady Reading* in grades two to eight in order to provide students with personalized support to close literacy achievement gaps. The program focuses on all components of reading. The image above includes the most recent growth report (Fall 2019 to Winter 2020) for all third grade students. The triangle illustrates that students reading on or above grade level increased to 32% and students reading well below grade level decreased to 39%. While this indicates improvement, the **Placement By Domain** reveals a continued need. Phonics (PH) skills and the more complex reading skills (Vocabulary and Comprehension of Literary and Information texts) have minimal movement. By third grade, students must be prepared to read to learn in order to access more complex vocabulary, sentence and text structures, and ideas (Chall, 1970). If awarded the L4GA grant, the feeder schools will be able to continue to provide - but scale - evidence-based professional learning with job-embedded coaching, high quality resources, assessments for monitoring and measuring, and broader, more targeted community engagement in order to create a pipeline of readers, writers, speakers, and listeners. Additionally, the L4GA grant may support the allotment of personnel and resources for early identification of students in need of reading intervention, and once identified, ensuring targeted supports are occurring.

#### District and Community Assets

Clayton County Public Schools' leadership is highly engaged in improving outcomes for all students. Therefore, the superintendent - Dr. Morcease Beasley - is very present in the community and beyond for the purpose of engaging and collaborating with partners throughout the local, metropolitan Atlanta, and state-level arenas. Some examples include: the superintendent's presence on the Learn4Life Advisory, which is a nonProfit that convenes regional thought-leaders for improving student outcomes on key readiness indicators, such as grade three reading; also, his active engagement with the *Get Georgia Reading* campaign and community, and ongoing business partnerships (e.g. Chamber of Commerce, Aerotropolis, Ministerial Association). Through the superintendent's Community Critical Conversations and Advisories, various stakeholders are consistently engaged in conversations and actions for improving student outcomes. Finally, through the Continuous Cycle of Improvement for District Effectiveness, district stakeholders report out monthly to what extent planned action steps are improving the systems that lead to greater student achievement.

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

Engaging parents, caregivers, and community members in children's education correlates with improved literacy achievement. Therefore, Clayton County Public Schools has been proactive in forging and leveraging partnerships to ensure wrap-around support for both families and children. Currently, the Early Learning Department collaborates with private early learning centers to support the use of sound early literacy and learning instructional approaches and high-quality resources. The CCPS Early Learning Department provides professional learning to private daycare owners/directors and their teachers. Also, this department hosts the Parent Engagement Program (PEP) to expose caregivers to methods for building language nutrition, ensuring meaningful interaction, and using practical methods for increasing students' readiness for school.

The District's Literacy Task Force and Literacy Improvement Plan provide a regular collaborative opportunity and blueprint for effectively executing actions that improve students' reading, writing, speaking, and listening. The group consists of both internal and external team members - divided into committees - who are abreast of school-based and community actions that cultivate greater readiness among students. This group is fully energized around this urgent effort.

Through the P-20 Partnership, the District's ongoing conversation and planning with local colleges and universities are supporting greater alignment between what future teachers are learning and experiencing and the District's high priority needs. Additionally, the colleges have been instrumental in providing content training to develop the knowledge of teachers who have taken a nontraditional route and are need of successfully passing the Georgia Assessments for the Certification of Educators (GACE).

Through the *Reach out and Read and Scholastic partnership*, team members provide books to the pediatricians' office to increase students' home libraries. They provide training to pediatricians on choosing the appropriate books for children based on age, starting at six months to twelve years old. The overall goal is to increase the percent of read alouds to foster meaningful interactions between parents and children and increase students' language and exposure to authentic books.

At the secondary level, District and school level teams have been building knowledge among leaders and teachers on how to address the needs of striving adolescent readers. An array of targeted, evidence-based professional learning has been implemented to support stronger vocabulary instruction, disciplinary reading and writing across the curriculum, and more rigorous and relevant learning experiences that are assessed and monitored through both short-cycle and long-cycle measures. A district-wide effort for increasing disciplinary literacy across the curriculum is its implementation of problem/project-based learning, where students are expected to research/investigate a real-world issue, collaboratively develop viable solutions for local, state, or national issues, construct written arguments or expository/informational pieces, and orally present to an authentic audience. More of the district's units of study have been integrated to

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

foster these types of learning experiences. However, more job-embedded professional learning and high-quality classroom resources are needed to support more intentional collaboration among teachers, effective lesson design and delivery, criterion-based feedback, and facilitation of literacy-based instruction to ensure deep mastery of standards.

#### **Past Instructional Initiatives**

- Guided Reading
- Phonics-Based Interventions for Students in Tier III
  - SRA Reading Mastery
  - SRA Corrective Reading
- Anita Archer's - Explicit, Systematic Instruction
- READ180

#### **Current Instructional Initiatives: Platforms and products supporting our evidence-based literacy initiatives**

- Engaged Leadership via a District Effectiveness Team
- Engaged Leadership via a District Cross Functional Team
- Engaged Community via the District Literacy Task Force
- Ensuring equity and access via the Advanced Learning for All expectations
- Multi-Tiered System of Support/Response to Intervention
- Increasing Language Nutrition and Home Libraries via Little Free Libraries and Babies, Books, and Beyond
- Reach Out and Read - Books to Pediatricians to Parents
- Learning Spaces - Parent Academy
- Talk with Me Baby
- Evidence-Based Reading Programs: McGraw-Hill's Imagine It and Reading Wonders, and Houghton-Mifflin Harcourt's Collections
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Rigor and Relevance Framework
- Comprehensive Framework for High Performance Collaborative Planning
- John Hattie's High-Impact Practices: Close reading, academic discussions, evidence-based writing, and higher-order questions
- Language Live Reading Intervention
- Achieve3000 - Increasing Reading Volume of Informational Texts
- iReady Reading - Personalized Learning - Grades 2-8
- DIBELS - Grades K-1
- NWEA MAP - Reading and Language Arts - Grades 2-HS
- Read to the Final Four
- Academic Coaches

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

**Implementation Plan Proposed for Funding**

Clayton County Public Schools (CCPS) completed a comprehensive needs assessment and root cause analysis using Georgia’s System for Continuous LEA Improvement Plans process. Two overarching instructional needs resulted from the assessment process: (1) increase teacher effectiveness and efficacy to improve student performance in the core content areas (English Language Arts, Mathematics, Science and Social Studies) and (2) improve leaders’ professional capacity to improve the efficiency and efficacy of teaching and learning at their respective schools. Irvin, Meltzer, and Dukes (2007) purport that “a *well-designed, thoughtfully implemented* literacy action plan can serve as a lever for school reform.” Furthermore, a large body of research validates the correlation between literacy achievement and achievement in other disciplines. Focusing on literacy will not only allow CCPS students to excel across the total academic program, but also allow students to gain the skills appropo to 21st century demands. According to the Partnership for 21st Century Skills (2006), students must possess a command on literacy skills and use those skills as a vehicle for gaining “core subject knowledge, 21st-century content, learning and thinking skills, information and communications technology, and life skills.” Considering that literacy is critical to lifting minority and economically disadvantaged students up and out of low achievement and poverty, the district endeavors to use the grant funding to establish a *systems* approach to raising low reading and writing achievement.

**District Literacy Implementation Plan**

The following **district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Research, Evaluation, Assessment and Accountability, Coordinator of Early Learning, Coordinator of English Language Arts (K-5<sup>th</sup>), Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teachers, and Coordinator of Library Media Services. The actions outlined in the system literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<b>B-PK</b> <i>Tier I Instruction</i> <ul style="list-style-type: none"> <li>Implement early literacy instruction (phonological awareness,</li> </ul>	<ul style="list-style-type: none"> <li>Use monitoring tools to collect data on the fidelity of the implementation Georgia Early Learning and Developmental</li> </ul>	<ul style="list-style-type: none"> <li>Funding for Early Literacy Training Materials and training consultants</li> <li>Funding for substitute teachers</li> </ul>

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

<p><i>programs to increase reading achievement and content mastery.</i></p>	<p>comprehension, fluency, vocabulary, emergent writing, and concepts of print).</p> <ul style="list-style-type: none"> <li>● Administer early literacy assessments (Work Sampling Online, Phonological awareness Literacy Screening(PALS), Peabody Picture Vocabulary Test(PPVT) to determine student growth.</li> <li>● Provide targeted professional development to principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Acquire additional literacy resources for Pre-K classrooms, ChildCare Centers, and Community Partners.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement Response to Intervention (RTI) to increase support and resources.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> </ul>	<p>Standards (GELDS).</p> <ul style="list-style-type: none"> <li>● Establish timelines for the administration of Early Literacy assessments.</li> <li>● Determine effectiveness of early literacy instruction through the use of Instructional Quality Guides (IQ) and early literacy observational checklists.</li> <li>● Increase the use of the Coaching Cycle with struggling teachers through the tiered level of support.</li> <li>● Provide on-going professional development sessions.</li> <li>● Conduct professional learning needs survey for principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Provide follow-up professional development and technical assistance based on data.</li> <li>● Monitor protocols for referrals to tiered interventions based on screenings, progress monitoring, and the learning domains addressed.</li> </ul>	<p>and/or stipends</p> <ul style="list-style-type: none"> <li>● Funding for purchasing Early Literacy Assessments and assessment training sessions</li> <li>● Funding for Intervention Resources and Materials</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</li> </ul>
	<p style="text-align: center;"><b>K-5<sup>th</sup></b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence</li> <li>● Develop standards-based and literacy-</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the effectiveness of written lesson plans designed around lesson-sized learning targets.</li> <li>● Increase the use of the coaching</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They</u></li> </ul>

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

	<p>based lessons.</p> <ul style="list-style-type: none"> <li>● Train teachers in how to effectively teach information, narrative, and opinion writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.)</li> <li>● Train leaders and teachers in the science of reading so that they deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students' reading deficits.</li> <li>● Use "Read Alouds" to promote a love of reading, teach print and writing concepts, build background knowledge, model effective reading, and provide an exemplar for a genre of writing.</li> <li>● Use oral language, visuals, and read alouds to provide grade appropriate instruction that can be incorporated during the reading block.</li> <li>● Implement instructional strategies that support the development of phonological and phonemic awareness skills.</li> <li>● Implement instructional strategies that support the development of phonics skills for teaching reading and spelling.</li> <li>● Differentiate and scaffold instructional methods to meet the needs of students.</li> <li>● Progress monitor student performance to inform instructional next steps.</li> </ul>	<p>cycle with struggling teachers. through the tiered level of support.</p> <ul style="list-style-type: none"> <li>● Standards and learning targets posted in the classroom.</li> <li>● Formative assessments constructed to assess students' mastery of the learning targets.</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, interactive literacy notebooks, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<p><u>Mean, How to Teach Them</u> by Jim Burke and Sharon Taberski.</p> <ul style="list-style-type: none"> <li>● <u>The Common Core Companion: Booster Lessons, Grades K-2</u> by Janiel Wagstaff</li> <li>● <u>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</u> by Leslie Blauman and Jim Burke</li> <li>● <u>The Common Core Companion: Booster Lessons, Grades 3-5</u> by Leslie Blauman</li> <li>● Funding for substitute teachers to provide classroom coverage during job-embedded training.</li> <li>● Funding for stipends to support Saturday training</li> <li>● Funding to purchase professional learning training sessions</li> <li>● Funding for intervention resources and materials</li> <li>● Funding for conference attendance for teachers and district leaders</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours.</li> <li>● Funding for the purchase of a comprehensive writing program</li> <li>● Funding for the purchase of a</li> </ul>
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Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

	<ul style="list-style-type: none"> <li>● Create technology infused instruction to increase student engagement and understanding.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers to teach and remediate foundational reading skills.</li> </ul> <ul style="list-style-type: none"> <li>● Train teachers to implement small group instruction to target and support reading deficits in phonemic awareness, phonics, fluency, vocabulary and comprehension of literature and informational text.</li> <li>● Train teachers to implement the district-selected intervention program with fidelity.</li> <li>● Train leaders to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders to create an instructional schedule and environment that supports successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>variety of text types and genres to build classroom libraries at all levels</p> <ul style="list-style-type: none"> <li>● Funding to purchase core reading and writing instructional materials</li> </ul> <ul style="list-style-type: none"> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, ILA, etc.)</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> </ul>
	<p style="text-align: center;"><b>6<sup>th</sup>-12<sup>th</sup></b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence for reading and writing and how to design</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the posted lesson agenda to ensure lessons are designed around a lesson-sized learning target</li> <li>● Analysis of teachers' lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What</u></li> </ul>

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

	<p>standards-based lessons with purposeful reading and writing tasks that develop students' literacy skills.</p> <ul style="list-style-type: none"> <li>● Train leaders and teachers in the science of reading so that teachers deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension).</li> <li>● Train teachers in how to informational and literary reading standards using extended texts such as novels.</li> </ul> <ul style="list-style-type: none"> <li>● Train teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.).</li> <li>● Train teachers in how to establish, implement, monitor and maintain a classroom library of authentic texts.</li> <li>● Provide ongoing training to teachers on how to effectively teach informative, narrative and argumentative writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.).</li> <li>● Train teachers in how to increase students' motivation, engagement and achievement in reading and writing</li> </ul>	<p>designed</p> <ul style="list-style-type: none"> <li>● Formative assessments constructed to assess students' mastery of the learning targets</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<p><u>They Mean, How to Teach Them</u> by Jim Burke).</p> <ul style="list-style-type: none"> <li>● Purchase of contracted services to provide professional learning in the science of reading and of the training materials.</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours</li> <li>● Purchase of a comprehensive writing program</li> <li>● Purchase of a variety of text types and genres to build classroom libraries</li> </ul> <ul style="list-style-type: none"> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, etc.)</li> <li>● Funding to continue offering</li> </ul>
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Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

	<p>through choice, culture, collaboration and communication.</p> <ul style="list-style-type: none"> <li>● Support for teachers in establishing and maintaining professional learning communities.</li> <li>● Train leaders in how to evaluate instruction to determine if effective literacy instruction is being delivered.</li> <li>● Train leaders in how to implement, support and monitor a comprehensive literacy program.</li> <li>● Train leaders in how to establish and sustain a culture of literacy.</li> <li>● Build leader capacity to allocate resources in a way that supports successful implementation of literacy improvement efforts (i.e. personnel, instructional materials/resources, school funding, master schedule, etc.).</li> </ul> <p><i>Tier II &amp; III Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers in how to teach and remediate foundational reading skills at the secondary level.</li> <li>● Train teachers in how to implement small group instruction at the secondary level in order to provide targeted reading support in phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>● Train teachers in how to implement any district-selected intervention program</li> </ul>		<p>students access to texts during the summer months to prevent regression in reading</p> <ul style="list-style-type: none"> <li>● Funding to purchase intervention materials and programs</li> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to pay stipends for teachers to earn reading endorsements in the evening</li> <li>● Funding to pay stipends for teachers to attend vertical and horizontal team meetings on the weekends and/or after school</li> <li>● Funding to pay providers to bring authors to the district after a book study</li> </ul> <ul style="list-style-type: none"> <li>● Funding to extend and expand opportunities for more students to participate in authentic literacy experiences</li> </ul>
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Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

	<p>with fidelity.</p> <ul style="list-style-type: none"> <li>● Train leaders in how to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders in how to create a master instructional schedule and environment that support successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Adams, M. J. (1998). Learning about print: The first steps. In Beginning to read: thinking and learning about print (pp. 333-374). Cambridge, Mass.: MIT Press.
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Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

**Project Goal #2:** To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks

<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> <li>● Noticing students’ thinking and work, looking for evidence of application of the skills and knowledge of the discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> <li>● Funding to purchase texts on disciplinary literacy to engage teachers in a book study</li> <li>● Funding to purchase texts that outline disciplinary literacy learning activities and strategies</li> </ul>

**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Lent, R. L. C. (2016). *This is disciplinary literacy: reading, writing, thinking, and doing ... content area by content area*. Thousand Oaks: Corwin Literacy.
- Lent, R. L. C., & Voigt, M. (2019). *Disciplinary literacy in action: how to create and sustain a school-wide culture of deep reading, writing, and*

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

*thinking*. Thousand Oaks, CA: Corwin, a SAGE Company.

**Project Goal #3:** To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier

<p><b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the full Cycle of Continuous Improvement raises literacy achievement.</i></p>	<p><b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i></p>	<p><b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i></p>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>● Funding to pay teachers' stipends after meeting biweekly to develop, analyze and use data from short cycle assessments.</li> <li>● Funding to purchase newly adopted assessments as a result of being awarded the LAGA grant funds</li> <li>● Funding to contract services for training in the newly adopted assessments</li> </ul>

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

	<p>testing plans to ensure that</p> <ul style="list-style-type: none"> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).
- *Georgia's Cycle of Continuous Improvement* <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>
- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, *The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems Policy Paper*. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).
- *Student Assessment Inventory for School Districts*, Achieve 2014
- Wiliam, Dylan, *Embedded Formative Assessments*. Solution Tree Press, 2011.

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

**Project Goal #4:** To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)

<p><b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i></p>	<p><b>Actions/Activities</b></p>	<p><b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i></p>
	<p><i>Community Partners</i></p> <ul style="list-style-type: none"> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings.</li> <li>● Partner with ChildCare Centers to provide resources for early literacy development.</li> <li>● Provide professional learning opportunities for child care providers in collaboration with district preschool providers for early literacy development.</li> </ul> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Partner with Parents of Early Learners (Birth-Five) to provide resources for early literacy development, social and emotional development, and school readiness.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> <li>● Continue to collaborate with <i>Parent</i></li> </ul>	<ul style="list-style-type: none"> <li>● Develop a chart mapping of community resources for childcare centers.</li> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>● Evaluate screening tools to ensure appropriateness for students identified with early learning delays.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children)</li> <li>● Funding for training materials to support family literacy resources, books for families of birth to five learners, literacy kits, ages and stages, developmental delays, school transition, kindergarten readiness, and family workshops</li> <li>● Funding to incentivize student reading and writing achievement</li> </ul>

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

	<p><i>Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</p> <ul style="list-style-type: none"> <li>● Participate in district-wide parent workshops that inform parents of how to support literacy development at home.</li> </ul> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Create Pre-K to Kindergarten Student Early Readiness Profile.</li> <li>● Participate Kindergarten Transition Activities(Child to Child, Child to School, and Child to Community)</li> <li>● Engage students in assessment data chats.</li> <li>● Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among students of reading goals.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Awake, Lynn (2003). Kindergarten transitions: How Pre-K teachers can help. Program services paper. Raleigh, NC: North Carolina Partnership for Children.
- Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.
- Ewen, D., Matthews, H., & Mezey, J. (2005). Missed opportunities? The possibilities and challenges of funding high-quality preschool through Title I of the No Child Left Behind Act. Washington, D.C.: Center for Law and Social Policy.
- Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to Kindergarten: Linking children, families, and schools. Charlottesville, VA: Let's Go to School! A Guide for Families on Kindergarten Transition Family Handbook Retrieved from the Department of Early Care and Learning January 31, 2020
- University of Virginia, National Center for Early Development & Learning.

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

### **Clayton County School System Demographics**

Clayton County Public Schools (CCPS) is the fifth largest school district in Georgia and is made up of 69 schools and programs with a population of more than 55,000 students and more than 7,000 employees. The composition of students in the school system is: African-American (70%); Hispanic (21.8%); Asian (3.5%); Multiracial (2.5%); Caucasion (2%); Other (<1%). Of this total student body, twenty-two percent are multilingual, and among these students, over 72 languages are spoken. Additionally, Clayton County Schools is a Title I School District, and one hundred percent of the student body receives free breakfast and lunch through its Community Eligibility Provision (CEP) program.

In spite of what may be perceived as barriers to student achievement, Clayton County leaders, teachers, and community stakeholders are wholeheartedly committed to ensuring that ALL students have boundless opportunities to live a productive life. The vision statement underscores and guides the school district's aspiration: The vision of Clayton County Public Schools is to be a district of high performance, preparing ALL students to live and compete successfully in a global economy. And while the district offers a variety of learning options - such as traditional schools, magnet schools, Career, Technical, and Agricultural Education (CTAE) Pathways, stakeholders understand that our students' ability to read, write, speak, listen, and think critically is instrumental to their overall success.

Clayton County Public Schools and its community members have a concerted and comprehensive focus on developing students' literacy skills through strong and intentional community outreach, support for parents and caregivers, professional learning for leaders and teachers, the implementation of evidence-based practices, and the use of high-quality instructional resources. The district has a Community-wide Literacy Task Force, whose work is guided by a comprehensive Literacy Improvement Plan. These members convene regularly in order to plan and implement support measures, to assess how well actions are improving students' literacy outcomes, and to create momentum throughout the community for ensuring students are engaged regularly in literacy - rich experiences. Members are divided into the following action-oriented committees: *Parent Literacy Workshops*, *Communicating the Message*, *Providing Authentic Literacy Opportunities for Students*, *Sponsorships and Grants*, and *Mentorship/Internship*. Furthermore, Clayton County Public Schools is a member of the "Get Georgia Reading" campaign and has aligned its efforts to the core tenets of this community. Therefore, the school district is poised to implement within feeders the actions that will lead to the desired outcomes of the Literacy for Learning, Living, and Leading Grant.

### **The overarching goals of the Clayton County Literacy Improvement Plan are:**

1. To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers



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

2. To optimize literacy instruction in all content areas to increase students' ability to access and deploy knowledge from a range of complex texts and tasks
3. To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier
4. To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)

The L4GA grant would provide the needed support to more strongly coordinate these important components for improving literacy achievement levels using a birth to grade 12 approach. Additionally, the grant would enable the district to implement, monitor, support, and sustain practices within a feeder pattern, and then, using the findings from a contextual analysis, scale these practices across the district - using early adopters as momentum-builders for the onboarding of other schools and community partners. Of course, other fundings mechanisms would be used to support schools outside of the grant.

### **Feeder System and Supporting Data**

Clayton County has experienced significant socio-economic and demographic changes over the last 20 years. In comparison to the top five largest school districts, Clayton County has the highest student mobility rate (33%); the lowest median household income (\$44,000); the lowest median home value (\$89,000); and the least residents with college degrees (<20%) [Atlanta Regional Commission, 2016]. Additionally, a once burgeoning business community has wavered in recent years, which has adversely affected the county's tax base. The selected feeder patterns for the L4GA grant reflect the shifts in economy and the educational background of the community. In addition to these changes, students' academic performance continues to be an area of continued improvement.

The District's high school graduation rate has steadily increased over the past five years to 72.1%, and the selected feeder high schools have a graduation rate of approximately 86%. However, even though more students are graduating within four years, there is still a need to increase students' readiness to get to and through college. Based on the recent results from the SAT, Advanced Placement (AP) scores, ACT, and Georgia Work-Readiness scores, Clayton's students fall below state and national averages. Less than 25% of our students demonstrate they are college-ready according to their performance on the College Board PSAT. Perhaps the most telling statistic is the percent of graduates who enter a Georgia public college requiring remediation. Nearly 40% of students entering college require remedial support while in college (Georgia Department of Education, 2018). These changes in the larger Clayton community have made understanding the linkages between socioeconomic status, current academic performance, and educational outcomes essential to the work of Clayton County Public Schools and its continuous improvement process. In order to transform our vision into reality, we must continue to engage all entities in the urgency of increasing literacy, learning, and readiness levels at all stages (Birth to Grade 12).

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The 2019 College and Career Readiness Performance Index illustrates a need to improve outcomes in the following areas: Readiness reading levels, Language Arts proficiency rates, and subgroup performance for Students with Disabilities. The charts below provide insight into the feeder system and the overall performance of students at the feeder schools in the areas of Georgia Milestones Assessment for Language Arts, percent at mid-level Lexile score, SWSS Waiver Target Status, Climate Score, and overall CCRPI Score. Additionally, information regarding the *Quality Rating* of the feeder patterns is included.

**Feeder System**

Located in Clayton County Georgia and serving the cities of Jonesboro, Lake City, Morrow, Forest Park, Love Joy, Conley and Riverdale. The Clayton County Public Schools (CCPS) employs 3434 teachers and a total of 8307 employees to serve approximately 55,000 students enrolled in 69 schools and programs. Clayton County is a county located in the north central portion of the state of Georgia which is approximately 20 miles south of Atlanta. Clayton County had a 2017 estimated population of 285,153.

A 2015 study by the United Way of Metropolitan Atlanta ranked Clayton County with the lowest Child Well Being Score within the region, with 84% of the children living in communities with low or very low child wellbeing. The region score was 58.9 and Clayton County had a score of 36.2.

After an analysis of school feeder pattern data and the population of the feeder zones, CCPS identified the following feeder patterns as applicants for the LAGA Grant.

***Feeder Pattern Number 1 – Lovejoy***

<b>School</b>	<b>Grades</b>	<b>Enrollment</b>
Eddie White Academy Elementary School	K – 5	794
Eddie White Academy Middle School	6 – 8	916
Lovejoy Middle School	6 – 8	636
Lovejoy High School	9 – 12	1979

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***Feeder Pattern Number 2 – Mount Zion***

<u><i>School</i></u>	<u><i>Grades</i></u>	<u><i>Enrollment</i></u>
Mount Zion Primary School	Pre-K – 2	753
Mount Zion Elementary School	3 – 5	620
Rex Mill Middle School	6 – 8	1256
Mount Zion High School	9 – 12	1471

College and Career Readiness Performance Index (CCRPI) demonstrates a need for improvement in all of the Clayton County Public School L4GA selected schools:

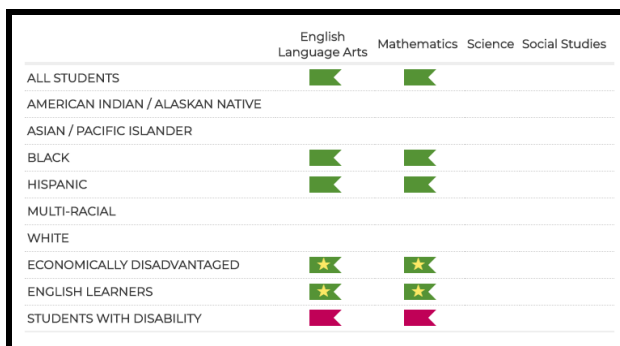
School	2019 CCPRI Score
Mount Zion Primary School	68.8
Mount Zion Elementary School	61.3
Eddie White Academy Elementary School	69.3
Eddie White Academy Middle School	61.8
Lovejoy Middle School	66.9
Rex Mill Middle School	56.2
Lovejoy High School	64.5
Mount Zion High School	65.9

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**Feeder Patterns' Performance**

School	CCRPI Score	ELA Milestone Score	Percent at MidPoint College and Career Ready Lexile	SWSS Target Met	Climate Score
Mt. Zion Primary	68.8	38.42	27.33%	Yes	★★★★★
Mt. Zion Elementary	61.3	42.05	34.04%	Yes	★★★☆☆
Rex Mill Middle	56.2	51.64	45.31%	No	★★★★☆☆
Mt. Zion High	65.9	58.73	50.22%	Yes	★★★★★
Eddie White Academy Elementary	69.3	48.29	35%	Yes	★★★★★
Eddie White Academy Middle	61.8	45.04	43.03%	Yes	★★★★★
Lovejoy Middle	66.9	46.71	41.99%	Yes	★★★★☆☆
Lovejoy High	64.5	59.39	53.07%	No	★★★★☆☆

**Mt. Zion Primary Elementary**



**Mt. Zion Elementary**

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

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🔴	🔴	🔴	🟢
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🔴	🔴	🔴	🟡
HISPANIC	🟡	🟡	🟢	🔴
MULTI-RACIAL	🔴	🔴		
WHITE				
ECONOMICALLY DISADVANTAGED	🔴	🔴	🔴	★
ENGLISH LEARNERS	🟢	★	★	🟢
STUDENTS WITH DISABILITY	🔴	🔴	🟢	★

**Rex Mill Middle School**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🔴	🔴	🟢	🔴
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER	🟢	🟢		
BLACK	🟡	🔴	🟢	🔴
HISPANIC	🔴	🔴	🟢	🔴
MULTI-RACIAL	🟢	🔴		
WHITE	🔴	🔴		
ECONOMICALLY DISADVANTAGED	🔴	🔴	★	🔴
ENGLISH LEARNERS	🔴	🔴	🔴	🔴
STUDENTS WITH DISABILITY	🔴	🔴	🔴	🔴

**Mt. Zion High School**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟢	🟡	🟢	🟢
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER	🟢	🟢	🟢	🟢
BLACK	🟢	🟡	🟢	🟢
HISPANIC	🟢	🔴	🟡	🟢
MULTI-RACIAL	🟢	🔴	🔴	🟢
WHITE		🟡		
ECONOMICALLY DISADVANTAGED	★	🟡	🟢	★
ENGLISH LEARNERS	🔴	🔴	🔴	★
STUDENTS WITH DISABILITY	🟢	🔴	🔴	🔴

**Eddie White Academy Elementary**

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	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	Yellow flag	Green flag	Yellow flag	Green flag
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	Pink flag	Yellow flag	Green flag	Green flag
HISPANIC	Green flag	Green flag		
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	Yellow flag	Green flag	Yellow flag	Green star
ENGLISH LEARNERS	Yellow flag	Green star		
STUDENTS WITH DISABILITY	Green star	Green star		

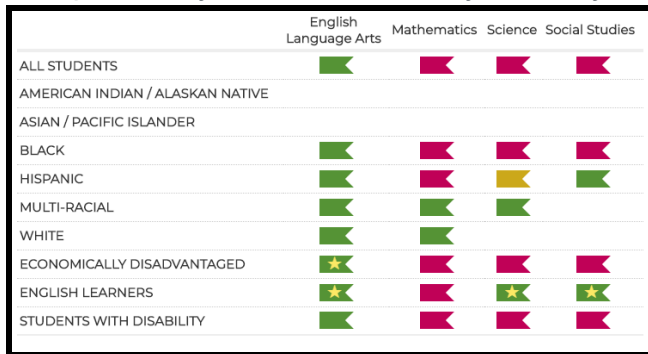
**Eddie White Academy Middle**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	Green flag	Pink flag	Yellow flag	Green flag
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	Green flag	Pink flag	Pink flag	Green flag
HISPANIC	Green flag	Green flag	Green flag	Green flag
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	Green flag	Pink flag	Yellow flag	Green star
ENGLISH LEARNERS	Green star	Pink flag		
STUDENTS WITH DISABILITY	Pink flag	Pink flag	Green flag	Green star

**Lovejoy Middle School**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	Green flag	Green flag	Green flag	Green flag
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	Green flag	Green flag	Green flag	Green flag
HISPANIC	Green flag	Green flag	Green flag	Green flag
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	Green star	Green star	Green star	Green star
ENGLISH LEARNERS	Green star	Pink flag		
STUDENTS WITH DISABILITY	Green star	Yellow flag	Green star	Green star

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Lovejoy High School

**Feeder Patterns’ Community-Based Early Learning Centers**

Lovejoy Feeder Centers		Mt. Zion Feeder Centers	
Early Learning Center	Quality Rating Scale: 0 to 3 (highest quality)	Early Learning Center	Quality Rating Scale: 0, 1, 2, 3 (highest quality)
Bright Stars Learning Academy	1 star	Morrow Early Learning Center	1 star
Phyl’s Academy	1 star	The Roane School	2 stars
Kids 4 Kompany	2 stars	Pride and Joy DayCare	2 stars
Future Leaders Academy	1 star	Rex Early Learning Center	2 stars

**LEA Partnerships**

Securing the L4GA grant will afford the district with opportunities to strengthen current partnerships in order to support attainment of the goals of the District’s Comprehensive Improvement Plan and the District’s Literacy Improvement Plan. The current partnerships span birth to twelfth grade. Some of these vital collaborations include: The Public Library System, Colleges and Universities, Head Start, MetroRESA, Women of Clayton County, etc. Through these engagement strategies, the district has been able to reach and inform multiple stakeholders: parents/caregivers, healthcare professionals, faith-based communities, aspiring teachers, funding foundations, etc. If awarded the grant, current agreements and commitments will be revised to reflect the proje

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**Clayton County Public Schools' LEA Literacy Partners**

Organization	Role of Organization	Contact Person Information
Clayton County Headstart/Early HeadStart	<ul style="list-style-type: none"> <li>● Promotes school readiness for children ages birth to five</li> <li>● Ensures the HeadStart School Transition Guidelines are implemented</li> <li>● Executes the HeadStart/Early HeadStart Performance Standards with fidelity</li> <li>● Supports the physical development and health/wellness of children ages birth to five</li> </ul>	<p>Eme Isok-Nsuk            Director of Clayton County HeadStart/Early HeadStart            (404) 363-0575 Ext: 207  <a href="mailto:eisoknsuk@claytoncountycsa.org">eisoknsuk@claytoncountycsa.org</a></p>
Clayton County Public Schools Foundation	<ul style="list-style-type: none"> <li>● Provides funding resources to support literacy and community engagement strategies</li> <li>● Sits a member of the District's Literacy Task Force</li> </ul>	<p>Mr. Lonnie Smith  <a href="mailto:lonnie.smith@clayton.k12.ga.us">lonnie.smith@clayton.k12.ga.us</a></p>
Clayton State University	<ul style="list-style-type: none"> <li>● Hosts the Perfect Pitch Speech Contest for juniors and seniors</li> <li>● Partners with the district for aspiring teachers to conduct teacher-observations, practicum experience, and student teaching</li> <li>● Provides core content training for teachers</li> </ul>	<p>Dr. Louis Jourdan  <a href="mailto:louisjourdan@clayton.edu">louisjourdan@clayton.edu</a></p>
Clayton County Public Library	<ul style="list-style-type: none"> <li>● Hosts site-based parent academies</li> <li>● Partners to provide summer</li> </ul>	<p>Ms. Rosalind Lett  <a href="mailto:rosalindlett@claytoncountyga.gov">rosalindlett@claytoncountyga.gov</a></p>



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

System	<p>and during the school year reading programs and writing workshops</p> <ul style="list-style-type: none"> <li>• Secures online tools to support reading and writing</li> <li>• Sits as a member of the District’s Literacy Task Force</li> </ul>	
Curriculum Associates	<ul style="list-style-type: none"> <li>• Conducts site-based professional learning on the personalized learning platform and how to use data to inform targeted intervention</li> <li>• Provides an evidenced-based literacy tool for assessment and instruction</li> <li>• Sits as a member of District’s Literacy Task Force</li> </ul>	<p>Ms. Mandy Harris  <a href="mailto:mharris@cainc.com">mharris@cainc.com</a></p>
Fathers Incorporated	<ul style="list-style-type: none"> <li>• Provides Little Free Libraries throughout the district in high-needs areas</li> </ul>	<p>Lawrence E. Wilbon          Director, Fathers Incorporated  <a href="http://www.fathersincorporated.com">www.fathersincorporated.com</a></p>
<p>P-20 Partners:</p> <ul style="list-style-type: none"> <li>• Clayton State University</li> <li>• Clark Atlanta University</li> <li>• Georgia State University</li> <li>• Mercer University</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the successful onboarding of new teachers</li> <li>• Provides content-specific professional development</li> <li>• Support stronger alignment between colleges’ teacher preparation programs and school systems’ instructional needs</li> <li>• Sits as a member of the District’s Literacy Task</li> </ul>	<p>Clark Atlanta University          Dr. Felicia Mayfield,  <a href="mailto:fmayfield@cau.edu">fmayfield@cau.edu</a></p> <p>Clayton State University          Dr. Rosetta Riddle  <a href="mailto:RosettaRiddle@clayton.edu">RosettaRiddle@clayton.edu</a></p> <p>Mercer University          Kristin Doss  <a href="mailto:doss_kt@mercerc.edu">doss_kt@mercerc.edu</a></p> <p>Georgia State University          Tyanne Pethel</p>

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

	Force	<a href="mailto:tpethel@gsu.edu">tpethel@gsu.edu</a>
MetroRESA	<ul style="list-style-type: none"> <li>Provides a range of professional learning and resources to support literacy achievement in the district</li> </ul>	<p>Kelley York  <a href="mailto:kelley.york@mresa.org">kelley.york@mresa.org</a></p>
Page Turners Make Great Learners	<ul style="list-style-type: none"> <li>Provides books for students</li> <li>Brings to students K-12 award-winning authors &amp; illustrator visits</li> <li>Provides professional development on how to teach a novel using standards-based approaches</li> </ul>	<p>Fefe Handy  <a href="mailto:fefehandy@ptmgl.com">fefehandy@ptmgl.com</a></p>
PriMerica	<ul style="list-style-type: none"> <li>Supports authentic literacy opportunities for students (e.g. speech contests)</li> <li>Sits as a member on the District’s Literacy Task Force</li> </ul>	<p>Mr. Mitch Johnson  <a href="mailto:pfsmitch@aol.com">pfsmitch@aol.com</a></p>
Scholastic, Inc	<ul style="list-style-type: none"> <li>Expands student access to high quality reading materials</li> <li>Incentivizes student reading</li> </ul>	<p>Ms. Lynn O’Hara  <a href="mailto:lohara@scholastic.com">lohara@scholastic.com</a></p>
United Way	<ul style="list-style-type: none"> <li>Supports early literacy efforts across Clayton County</li> <li>Ensures strong community and school engagement</li> </ul>	<p>Ms. Charmaine Godley  <a href="mailto:cgodley@unitedwayatlanta.org">cgodley@unitedwayatlanta.org</a></p>

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

	<ul style="list-style-type: none"> <li>● Sits as a member of the District’s Literacy Task Force</li> </ul>	
Voyager Sopris	<ul style="list-style-type: none"> <li>● Provides Professional Learning in teaching reading</li> <li>● Provides evidenced based reading programs</li> <li>● Sits as a member of the District’s Literacy Task Force</li> </ul>	<p>Ms. Linda James  <a href="mailto:Linda.James@voyagersopris.com">Linda.James@voyagersopris.com</a></p>
Women of Clayton County	<ul style="list-style-type: none"> <li>● Funds Books on the Bus</li> <li>● Funds Little Free Libraries Houses throughout the community</li> <li>● Provides summer book giveaway</li> <li>● Hosts ceremony and provides awards to top striving readers and top high readers</li> <li>● Sits as a member on the District’s Literacy Task Force</li> </ul>	<p>Dr. Donna Jackson  <a href="mailto:info@womenofclaytoncounty.com">info@womenofclaytoncounty.com</a></p>

**Babies, Books, and Beyond**

Clayton County Public Schools(CCPS) will utilize its partnership with the Clayton County HeadStart, Clayton County Child Care Centers, and Family Home Day Cares to maintain engagement of early literacy practices and kindergarten readiness. At scheduled collaborative meetings, CCPS brings together more than thirty early childhood organizations aimed at improving 3rd grade reading outcomes by ensuring a solid foundation of basic literacy skills. In addition to the collaborative meetings, the Birth-Three initiative titled *Babies, Books, and Beyond* extends early literacy resources such as board books, Ready4K app, access to Cox Campus, *Talk With Me Baby* Strategies, First Readers Applications, and SMART START Toolkits. This initiative is community outreach that serves areas in Clayton County that are most frequented by families of early learners.

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

Securing more early literacy resources is critical to the Georgia B-5 Literacy Plan. Connections have been made to institute events such as Literacy Lunch and Learn sessions, professional learning opportunities for our early care providers for research-based strategies in Literacy, resources for Quality-rated efforts, and Talk With Me Baby sessions. These events have been well-received by stakeholders, but there is a crucial need to expand the efforts in the future. Presently, resources are scarce and the number of events to host are only limited to twice a year and there are 8% of the ChildCare Centers with 3 star programming. With the L4GA grant, the possibilities to increase the knowledge of early literacy throughout the year are endless.

### **Women of Clayton County and Scholastic**

The supports from the L4GA Grant will enhance Clayton County Public Schools' current partnerships and scale them for a greater impact. Currently, the District's collaboration with Scholastic and Women of Clayton County expands students' access to high quality reading materials through the *Books on the Bus* initiative. These organizations contribute to the inventory of books on select buses, they recognize and award summer readers, and they help to increase students' home library collections. These partnerships help to increase language nutrition, which improves vocabulary knowledge and comprehension skills. This grant would allow us to expand access to quality reading materials on the feeder patterns' school buses and increase access to a range of authentic texts in teachers' classrooms. Additionally, the trainings that these partners currently provide can be extended to more parents and caregivers on how to build students' language through reading and read-alouds and more quality, elaborated talks at home.

### **United Way and Public Library System**

*Learning Spaces* is an early learning initiative that is hosted every Thursday at Clayton County Public Libraries. Through collaboration with Clayton County Public Schools and the local libraries, this initiative is a preschool program within a non-traditional space. The collaboration is hosted all community-based public libraries and focuses on kindergarten readiness and essential literacy skills that boost early literacy.

Within the *Learning Spaces*, the Early Learning Task Force of Clayton County Schools host early literacy workshops referenced as Pre-K Engagement for Parents (PEP) Series. The workshop sessions identify how to create literacy-rich environments in the home setting and early literacy strategies. During the summer months, the program targets children who have not had preschool experience with story sessions, read-aloud tips for parents and resources for early literacy. Bi-weekly, the literacy components from the Georgia Early Learning Standards are reinforced as families of early learners engage through games and activities. Additionally, the activities develop fine motor skills, spatial skills and problem-solving skills, build vocabulary, increase letter recognition, and improve narrative skills as well as comprehension. In addition, families are provided a monthly calendar that promotes social and emotional development, the Ready4K app, and a chart for ages and stages of development.

Using support and funding from the grant, efforts could extend more into the feeder patterns' community spaces, such recreation centers, leasing centers' conference rooms, faith-based

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

buildings, health centers, and other spaces where parents and caregivers convene most frequently. Additionally, in partnership with the Public Library System, the district will provide two book mobiles with WiFi and books that can be provided for all ages of learners.

### **Page Turners Make Great Learners**

Clayton County Public Schools' current partnership with *Page Turners Make Great Learners (PTMGL)* encourages more students in grades K-12 to read pleurably, read to learn, and read to connect to their larger world. The program provides students with high-interest novels by award-winning authors. To support deeper engagement and standards-based instruction, teachers attend professional learning sessions on how to utilize standards-aligned practices in order to:

- deepen students' ability to comprehend and analyze theme or central ideas
- increase students' access to and use of academic vocabulary
- to strengthen students' ability to construct evidence-based written responses
- to strengthen students' ability to deploy knowledge from their readings to take informed action around a real-world scenario

For select novels, PTMGL arranges an author visit for students, where they can hear why the author wrote the novel, ask the author questions, and receive guidance on how to write with the reader in mind. The grant would facilitate professional learning for teachers on how to teach novels that lead to deeper mastery of standards and greater motivation for life-long reading.

### **Voyager Sopris**

The current partnership with Voyager Sopris provides professional learning to select elementary and secondary teachers in the area of the science of teaching reading . The Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning framework engages educators in a deep exploration of the evidence-based research for teaching reading, spelling, and writing. If awarded this grant, this project could be implemented with greater intentionality and scaled to schools in the feeder patterns. Additionally, the grant can help facilitate more job-embedded coaching for leaders and teachers at these sites so that they have a knowledgeable peer working alongside them as they implement reading instruction. Job-embedded supports ensure opportunities for purposeful planning, observations of lessons with feedback, and leader and teacher reflection for improved practice.

### **College and University Partnerships**

Our current partnership with colleges and universities assists with more successful onboarding of new teachers by providing them with school locations during pre-service programs for teacher observations, practicum, and student teaching. This school year, the Clark Atlanta University partnership is extending its collaboration to participate in district-hosted literacy learning labs, where aspiring teachers will attend the district's school sites to learn among teachers how to deliver evidence-based reading instruction. The process will unfold similar to a *lesson study*:

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

Review of student data to determine reading deficit area(s), determine the specific strategy to address the area(s) of need, plan the lesson collaboratively, deliver the lesson to students while team members observe, and shortly afterwards, reconvene to debrief the lesson while reviewing student artifacts/evidence. This inaugural year will involve one site; however, the goal is to expand this practice to more schools - specifically the elementary schools in the L4GA candidate sites. This expanded collaboration may involve additional job-embedded resources, stipends for after hours preparation, and transportation for collaboration sites.

Finally, through our P-20 collaboration, the district is able to provide insight into the needs of the school system based on student data, teacher observations, and teacher evaluations; this information is considered by colleges and universities on how to enhance their teacher preparation programs to support development in these areas.

### **MetroRESA Professional Learning**

The partnership with MetroRESA provides ongoing opportunities for literacy-based professional learning. Some of the sessions that the district has prioritized based on students' data and teacher observations and professional goals are centered on teaching novels effectively, teaching the writing process and providing meaningful feedback, and teaching reading effectively. If awarded the L4GA grant, the district will be able to expand course offerings to leaders and teachers through attendance sessions or inviting trainers.

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

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

**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. (10 points)**

**LEA office support for grant management**

Upon notification of the grant award, the District Team Leader will meet with the Literacy Team to review responsibilities and the implementation timeline. Team members will administer and supervise implementation of the grant. Each understands the goals, objectives, and requirements of the L4GA grant plans and will provide leadership and guidance throughout the grant process. Individual schools will develop their budget and performance plans annually. Ongoing professional development and training will be integral throughout this process to maintain a high level of fidelity and sustainability as the literacy plan is implemented.

**Key people involved in the grant**

The chart below shows the area of responsibility and person responsible for managing grant workflow. Each individual is a member of the District Literacy Team, and participated in developing the district literacy plan.

District Team Member and Contact Information	Area of Responsibility
Dr. Ralph Simpson, Deputy Superintendent, School Leadership and Improvement	District Administrative lead, with overall responsibilities for school leadership, assessment, curriculum, Federal Programs, Professional Learning, and Academics
Dr. Ebony Lee, Assistant Superintendent of Curriculum, Instruction and Assessment <a href="mailto:ebony.lee@clayton.k12.ga.us">ebony.lee@clayton.k12.ga.us</a> (770)473-2700	District Team Leader: oversee district literacy team to ensure effective implementation of L4GA Grant
Ebony Brown, Coordinator ELA K-5	Manage system level grant activities , approve purchasing request and provide support to K – 5 in the implementation across the feeder pattern
Dr. Joye Bradley, Coordinator Pre-k	Manage system level grant activities , approve purchasing request and provide support to B - Pre-K in the implementation across the feeder pattern

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

Jacquelyn Johnson, Director Research, Evaluation, Accountability and Assessment	Manage system implementation, assessment/analysis of data, coordination of grant activities,
Elisar Gray, Coordinator of ELA 6 – 12	Support 6 – 12 aspects of grant writing and implementation and support implementation across feeder the pattern
Lonnie Smith, Grant Writer	Partnership Management, Support the development of LAGA grant application, provide support to school sites, coordinate the execution of all MOU’s and grant agreements.
Dr. Gloria Duncan, Director of Professional Development	Facilitate work of school literacy teams/teachers, in reference to professional learning
Emma Benton, Chief Financial Officer	Oversee grant expenditure controls approve grant budgets, complete required reports, submit grant budget/reports in Consolidated Application
Lynn Barnett, Administrative Assistant Curriculum, Instruction and Assessment	Process purchases, maintain accurate records and input information into MUNIS accounting system
Nelson Render, Principal Lovejoy HS Enika Bryant, Principal Mt. Zion Primary Rochelle Harris, Principal Mt Zion ES Marcia Payton Edwards, Principal Eddie White Academy ES Lonnie Farmer, Principal Lovejoy MS Dr. Caryn Turner, Principal Rex Mill MS Dr. Michael Powell, Principal Eddie White Academy MS Melvin Blocker, Principal Mt. Zion HS	School level Management: manage day-to-day grant operations, including budgets, performance plans and activities for their area.
Chantal Normil, Director ESOL	Provide support and inclusion of ELL students across the feeder pattern



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

**Clayton County Public Schools Literacy Partners**

<b>Organization</b>	<b>Role of Organization</b>	<b>Contact Person Information</b>
Clayton County Headstart/Early HeadStart	<ul style="list-style-type: none"> <li>• Promotes school readiness for children ages birth to five</li> <li>• Ensures the HeadStart School Transition Guidelines are implemented</li> <li>• Executes the HeadStart/Early HeadStart Performance Standards with fidelity</li> <li>• Supports the physical development and health/wellness of children ages birth to five</li> </ul>	<p>Eme Isok-Nsuk            Director of Clayton County HeadStart/Early HeadStart            (404) 363-0575 Ext: 207  <a href="mailto:eisoknsuk@claytoncountycsa.org">eisoknsuk@claytoncountycsa.org</a></p>
Clayton County Public Schools Foundation	<ul style="list-style-type: none"> <li>• Provides funding resources to support literacy and community engagement strategies</li> <li>• Sits a member of the District’s Literacy Task Force</li> </ul>	<p>Mr. Lonnie Smith  <a href="mailto:lonnie.smith@clayton.k12.ga.us">lonnie.smith@clayton.k12.ga.us</a></p>
Clayton State University	<ul style="list-style-type: none"> <li>• Hosts the Perfect Pitch Speech Contest for juniors and seniors</li> <li>• Partners with the district for aspiring teachers to conduct teacher-observations, practicum experience, and student teaching</li> <li>• Provides core content training for teachers</li> </ul>	<p>Dr. Louis Jourdan  <a href="mailto:louisjourdan@clayton.edu">louisjourdan@clayton.edu</a></p>
Clayton County Public Library System	<ul style="list-style-type: none"> <li>• Hosts site-based parent academies</li> <li>• Partners to provide summer and during the school year reading programs and writing workshops</li> </ul>	<p>Ms. Rosalind Lett  <a href="mailto:rosalindlett@claytoncountygga.gov">rosalindlett@claytoncountygga.gov</a></p>

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

	<ul style="list-style-type: none"> <li>• Secures online tools to support reading and writing</li> <li>• Sits as a member of the District’s Literacy Task Force</li> </ul>	
Curriculum Associates	<ul style="list-style-type: none"> <li>• Conducts site-based professional learning on the personalized learning platform and how to use data to inform targeted intervention</li> <li>• Provides an evidenced-based literacy tool for assessment and instruction</li> <li>• Sits as a member of District’s Literacy Task Force</li> </ul>	Ms. Mandy Harris <a href="mailto:mharris@cainc.com">mharris@cainc.com</a>
Fathers Incorporated	<ul style="list-style-type: none"> <li>• Provides Little Free Libraries throughout the district in high-needs areas</li> </ul>	Lawrence E. Wilbon Director, Fathers Incorporated ( <a href="http://www.fathersincorporated.com">www.fathersincorporated.com</a> )
<p>P-20 Partners:</p> <ul style="list-style-type: none"> <li>• Clayton State University</li> <li>• Clark Atlanta University</li> <li>• Georgia State University</li> <li>• Mercer University</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the successful onboarding of new teachers</li> <li>• Provides content-specific professional development</li> <li>• Support stronger alignment between colleges’ teacher preparation programs and school systems’ instructional needs</li> <li>• Sits as a member of the District’s Literacy Task Force</li> </ul>	<p>Clark Atlanta University Dr. Felicia Mayfield, <a href="mailto:fmayfield@cau.edu">fmayfield@cau.edu</a></p> <p>Clayton State University Dr. Rosetta Riddle <a href="mailto:RosettaRiddle@clayton.edu">RosettaRiddle@clayton.edu</a></p> <p>Mercer University Kristin Doss <a href="mailto:doss_kt@mercer.edu">doss_kt@mercer.edu</a></p> <p>Georgia State University Tyanne Pethel <a href="mailto:tpethel@gsu.edu">tpethel@gsu.edu</a></p>

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

MetroRESA	<ul style="list-style-type: none"> <li>Provides a range of professional learning and resources to support literacy achievement in the district</li> </ul>	<p>Kelley York  <a href="mailto:kelley.york@mresa.org">kelley.york@mresa.org</a></p>
Page Turners Make Great Learners	<ul style="list-style-type: none"> <li>Provides books for students</li> <li>Brings to students K-12 award-winning authors &amp; illustrator visits</li> <li>Provides professional development on how to teach a novel using standards-based approaches</li> </ul>	<p>Fefe Handy  <a href="mailto:fefehandy@ptmgl.com">fefehandy@ptmgl.com</a></p>
PriMerica	<ul style="list-style-type: none"> <li>Supports authentic literacy opportunities for students (e.g. speech contests)</li> <li>Sits as a member on the District's Literacy Task Force</li> </ul>	<p>Mr. Mitch Johnson  <a href="mailto:pfsmitch@aol.com">pfsmitch@aol.com</a></p>
Scholastic, Inc	<ul style="list-style-type: none"> <li>Expands student access to high quality reading materials</li> <li>Incentivizes student reading</li> </ul>	<p>Ms. Lynn O'Hara  <a href="mailto:lohara@scholastic.com">lohara@scholastic.com</a></p>
United Way	<ul style="list-style-type: none"> <li>Supports early literacy efforts across Clayton County</li> <li>Ensures strong community and school engagement</li> <li>Sits as a member of the District's Literacy Task Force</li> </ul>	<p>Ms. Charmaine Godley  <a href="mailto:cgodley@unitedwayatlanta.org">cgodley@unitedwayatlanta.org</a></p>
Voyager Sopris	<ul style="list-style-type: none"> <li>Provides Professional Learning in teaching reading</li> <li>Provides evidenced based reading programs</li> <li>Sits as a member of the District's Literacy Task Force</li> </ul>	<p>Ms. Linda James  <a href="mailto:Linda.James@voyagersopris.com">Linda.James@voyagersopris.com</a></p>

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

<p>Women of Clayton County</p>	<ul style="list-style-type: none"> <li>• Funds Books on the Bus</li> <li>• Funds Little Free Libraries Houses throughout the community</li> <li>• Provides summer book giveaway</li> <li>• Hosts ceremony and provides awards to top striving readers and top high readers</li> <li>• Sits as a member on the District’s Literacy Task Force</li> </ul>	<p>Dr. Donna Jackson  <a href="mailto:info@womenofclaytoncounty.com">info@womenofclaytoncounty.com</a></p>
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**How will the grant function in terms of the whole district strategic plan?**

The L4GA will be incorporated into Clayton County Public Schools effortlessly as it is reflected in the goals and action steps determined during the Comprehensive Needs Assessment, and indicated in the District Improvement Plan. Literacy was identified as the top priority in the Comprehensive Needs Assessment. The District Improvement Plan is focused on improving literacy outcomes across the curriculum. CCPS’s improvement plan provides the framework and expectations for the system and school improvement process. The system plan guides the process by which schools develop their school improvement plans. School improvement plans are aligned with CCPS School Improvement plan goals, and include annual performance goals, objectives, professional learning, streamlining of assessments, development of partnerships and identification and securing of resources, with input obtained from school and system stakeholders.

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

The current financial management structure for Clayton County Public Schools is a Georgia Strategic Waivers School Systems SWSS approved by the GADOE during the 2015-2016 school year. Since, CCPS transitioned from a traditional governance and management structure to one in which performance contracts provide local school districts with greater governance flexibility as a means to increase student achievement. Local Boards of Education can enter into multi-year contracts with the State Board of Education based on strategic plans developed in partnership with Georgia Department of Education and Governor's Office of Student Achievement all stakeholders.

Clayton County Public Schools has a rich and successful history managing millions of dollars of state and federal grants over the course of its history. We have diligently and effectively administered the following grants: Title I A, Title IIA, Title IIIA, Homeless Education, Title VI-B Flowthrough and Federal Preschool Grants, WIA Grants, National School Lunch Program (SNP) Grants, Technology Grants, Carl D. Perkins Federal CTAE grants.

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

To date millions of dollars from state, federal, and grant funds are coordinated each year under the direction of Superintendent/CEO Dr. Morcease J. Beasley and other system leaders. Initiatives implemented by the L4GA Grant will continue to be supported through CCPS processes and procedures currently in place to expend state and/or federal funds as a commitment of the district's leadership. There have been no financial and programmatic audit findings over the past three years as CCPS places tremendous effort on the budget planning and expenditure process. The Superintendent works diligently with board members, system/school administrators, and system charter stakeholders to create and administer a budget that addresses areas based on available resources. Budget spending is monitored and analyzed by the finance department led by Chief Financial Officer Ms. Emma Benton and updates are presented monthly to the Board of Education during open meetings. An in-depth internal budget analysis is conducted annually to identify expenditures that could be reduced or cut in order to maximize revenues. The system undergoes an annual audit conducted by third party outside independent auditors.

**The chart below summarizes the last three years of CCPS's successful experience with initiatives and funded programs: For the past 3 years (and longer) we have had no audit findings or internal control issues with federal funds. There have been no findings related to federal programs relative to compliance or internal control.**

### CHART

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

CCPS will have a dedicated staff member working at the district office with the responsibility of grant administration. At the present time the person has not been named.

### Feeder System

Located in Clayton County Georgia and serving the cities of Jonesboro, Lake City, Morrow, Forest Park, Love Joy, Conley and Riverdale. The Clayton County Public Schools (CCPS) employs 3434 teachers and a total of 8307 employees to serve approximately 55,000 students enrolled in 69 schools and programs. Clayton County is a county located in the north central portion of the state of Georgia which is approximately 20 miles south of Atlanta. Clayton County had a 2017 estimated population of 285,153.

A 2015 report by the United Way of Metropolitan Atlanta ranked Clayton County with the lowest Child Well Being Score within the region, with 84% of the children living in communities with low or very low child wellbeing. The region score was 58.9 and Clayton County had a score of 36.2.

After an analysis of school feeder pattern data and the population of the feeder zones, CCPS identified the following feeder patterns as applicants for the L4GA Grant.

Feeder Pattern Number 1 – Lovejoy

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

Eddie White Academy Elementary School	K – 5	794
Eddie White Academy Middle School	6 – 8	916
Lovejoy Middle School	6 – 8	636
Lovejoy High School	9 – 12	1979

Feeder Pattern Number 2 – Mount Zion

School	Grades	Enrollment
Mount Zion Primary School	Pre-K – 2	753
Mount Zion Elementary School	3 – 5	620
Rex Mill Middle School	6 – 8	1256
Mount Zion High School	9 – 12	1471

College and Career Readiness Performance Index (CCRPI) demonstrates a need for improvement in all of the Clayton County Public School L4GA selected schools:

School	2019 CCPRI Score
Mount Zion Primary School	68.8
Mount Zion Elementary School	61.3
Eddie White Academy Elementary School	69.3
Eddie White Academy Middle School	61.8
Lovejoy Middle School	66.9
Rex Mill Middle School	56.2
Lovejoy High School	64.5
Mount Zion High School	65.9

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

L4GA grant funding will be used to support our district with Literacy resources, strategies, and materials for the implementation of the Clayton County Public Schools Literacy Plan. The Comprehensive Needs Assessment, student data, and root cause analysis has revealed the following challenges:

- Declines in 1<sup>st</sup> grade Reading scores.
- Reading, Language and Writing scores that are significantly below expectations at all grades as evidenced by iReady and Benchmark Data.
- An absence of a comprehensive writing program at all levels
- An absence of writing/language texts and resources at all levels
- Sufficient time is not currently designated for learning to write, practicing writing or assessing writing
- The reading resources at the high school level are limited. The anthologies or supported literature do not support what is required by the current standards.
- The allocated times for literacy planning and collaboration needs to be allocated strategically to gain maximum impact on student learning.
- Vocabulary and concept development instruction needs increased emphasis and alignment within and across grade levels.

The following resources, materials, and strategies have been identified and are needed to support and implement in the schools and within the community.

Resources/Materials	Strategies
<ul style="list-style-type: none"> <li>● Provide LTRS training to sustain and provide effective literacy instruction</li> <li>● Contract Instructional Coaching services with NorthStar</li> <li>● Collaborative Planning</li> <li>● Vertical and Horizontal Collaboration</li> <li>● Literacy Conferences</li> <li>● Professional Learning Communities</li> <li>● Reading Endorsements</li> <li>● Family Literacy Kits</li> <li>● Writing Programs</li> <li>● Professional Learning Days</li> <li>● Programs for Reading Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Read Alouds</li> <li>● Language</li> <li>● Vocabulary</li> <li>● Emergent Writing</li> <li>● Writing Across the Content</li> <li>● Dramatic Writing</li> <li>● Disciplinary Literacy</li> <li>● Reading Comprehension</li> <li>● Phonics</li> <li>● Guided Reading</li> <li>● Writing Lab</li> <li>● Phonological Awareness</li> <li>● Phonemic Awareness</li> </ul>

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

<ul style="list-style-type: none"><li>● Literacy resources for families of Early Learners</li><li>● Literacy resources for the community (Doctor's office, Coin Laundry, Auto Repair Shops, Beauty/Barber Shops, Restaurants, and Recreation Centers)</li><li>● Reading and Writing Resources for Teachers</li><li>● Reading Specialists/Interventionists</li><li>● Extended Learning Opportunities- Saturday School (Pre-K – 1<sup>st</sup>)</li></ul>	<ul style="list-style-type: none"><li>● Speaking and Listening</li><li>● Small Group Instruction</li><li>● Running Records</li><li>● DIBELS</li><li>● Literacy Assessments- Middle School/High School</li><li>● PALS</li><li>● PPVT</li><li>● Work Sampling</li><li>● Language Nutrition Activities (Talk with me Baby)</li></ul>
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The list of resources, strategies, and materials support community engagement, teacher and student support, instructional engagement, and access to print/text.



Budget Summary (to be completed by district office)

**Section 9: Budget Summary**

*The world is rapidly advancing.* This is evidenced by the number of professions that either no longer exist or that can now be accomplished through artificial intelligence or other technological means. In order for students to be prepared for this knowledge-based, technologically-rich economy, they must possess competencies that transcend any future advances in career fields. At the core of the myriad of skills students will need to thrive in the 21st century is literacy skills - *reading, writing, speaking, listening, viewing and thinking*. Funding from the L4GA grant will be used to strengthen literacy instruction, thereby increasing students’ academic achievement in all content areas and equipping them with the skills and knowledge needed for success in any college and/or career opportunity.

Phase of Implementation	Budgeted Items
<p><b>Year One</b>  <i>In year one, the district will place a heavy emphasis on professional learning to ensure that teachers and leaders are adept at providing effective reading and writing instruction at every tier.</i></p>	<p><i>Professional Learning Needs</i></p> <ul style="list-style-type: none"> <li>● Funding to contract services of professional organizations to provide professional learning in the areas of reading, writing and disciplinary literacy.</li> <li>● Funding for professional learning materials</li> <li>● Funding to pay for substitutes during job embedded professional learning opportunities</li> <li>● Funding to pay for conference registration and travel fees</li> <li>● Funding to pay stipends to training facilitators and participants during off-contract professional learning events</li> <li>● Funding for training materials and consultants</li> <li>● Funding for purchasing assessment training sessions</li> <li>● Funding to build district/school professional learning libraries for book studies</li> </ul> <p><i>Curriculum, Instructional, and Assessment Needs</i></p> <ul style="list-style-type: none"> <li>● Funding to incentivize students’ reading and writing achievement</li> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within all disciplines for classroom libraries</li> <li>● Funding for the purchase of a writing program/curricula to be implemented at all grade-levels</li> <li>● Funding to purchase consumable materials that provide practice lessons grounded in the English Language Arts Georgia Standards of Excellence</li> <li>● Funding for reading intervention program materials and licenses</li> <li>● Funding for purchasing assessments</li> <li>● Funding for intervention program licenses, resources and materials at all grade bands</li> <li>● Funding for conference attendance for teachers, school and district leaders, childcare directors, and childcare professionals</li> </ul>

Budget Summary (to be completed by district office)

	<ul style="list-style-type: none"> <li>● Funding to expand our Clayton Reads in Every Season initiative (i.e. offering access to more books during the summer months to prevent regression in reading)</li> <li>● Funding to pay providers to bring authors to the district after a book study</li> </ul> <p><i>Personnel Needs</i></p> <ul style="list-style-type: none"> <li>● Funding for eight literacy coaches to train, support and coach teachers as they build their pedagogy</li> </ul>
<p><b>Year Two</b>  <i>In year two, the district will place a heavy emphasis on sustaining the practices adopted during year one of the grant and providing ongoing training to newly hired teachers and leaders.</i></p>	<ul style="list-style-type: none"> <li>● Maintenance of instructional technology purchased during year one of the grant</li> <li>● Maintenance of consumable resources implemented during year one of the grant</li> <li>● Funding to train new teachers in the same areas trained on during year one</li> <li>● In partnership with the Public Library System, the district will provide two book mobiles with WiFi and books that can be provided for all ages of learners and expand its Books on the Bus initiative to the feeder patterns</li> <li>● Expand the Little Free Libraries in the feeder patterns’ communities - elementary, middle, and high school.</li> </ul>
<p><b>Years Three - Five</b>  <i>In years three through five, the district will place a heavy emphasis on building leaders and teacher-leaders’ capacity to lead training and support in the absence of contracted services.</i></p>	<ul style="list-style-type: none"> <li>● Funding for the continuation of the budgeted items outlined in years one and two of the grant period</li> <li>● Funding for school and district leaders and teacher leaders to obtain <i>Training of the Trainer</i> certification in various professional development and instructional programs to continue building and developing teachers’ capacity to provide effective literacy instruction after the grant period sunsets and contracted services end</li> <li>● Funding for teacher leaders to become <i>master teachers</i> in their respective content areas/disciplines in order to build, support and develop teachers’ capacity to effectively implement disciplinary literacy practices once the grant period sunsets and contracted services end</li> </ul>

# Georgia Kindergarten Inventory of Developing Skills (GKIDS)

## School Summary Report

System: 631 - Clayton County

Date Printed: 5/27/2017

School: 116 - Eddie White Academy

Student Count: 106

<b>Content Area / Strands</b>	<b># Elements</b>	<b>Mean # Elements Assessed</b>	<b>Mean # Elements Meets/Exceeds</b>	<b>Mean % Elements Meets/Exceeds</b>
<b>English Language Arts (GSE)</b>				
Reading	21	21.0	17.5	83.5
Writing	6	6.0	2.6	44.0
Speaking and Listening	3	3.0	2.7	89.0
Language	12	12.0	9.2	76.9
<b>ELA Total</b>	<b>42</b>	<b>42.0</b>	<b>32.1</b>	<b>76.3</b>
<b>Mathematics (GSE)</b>				
Counting and Cardinality	11	11.0	9.9	89.8
Operations and Algebraic Thinking	5	4.8	3.7	76.2
Numbers and Operations in Base 10	1	1.0	0.4	43.8
Measurement and Data	3	2.6	2.4	92.4
Geometry	6	5.1	4.4	88.9
<b>Math Total</b>	<b>26</b>	<b>24.5</b>	<b>20.8</b>	<b>84.9</b>
<b>Non-Academic Area / Strands</b>	<b># Elements</b>	<b>Mean # Elements Assessed</b>	<b>Mean # Elements Consistently Demonstrated</b>	<b>Mean % Elements Consistently Demonstrated</b>
<b>Approaches to Learning</b>				
Curiosity and Initiative	3	3.0	2.4	79.2
Creativity and Problem Solving	3	3.0	1.8	58.8
Attention / Engagement	4	4.0	2.7	66.7
<b>Approaches Total</b>	<b>10</b>	<b>10.0</b>	<b>6.8</b>	<b>68.1</b>
<b>Personal / Social Development</b>				
Personal	3	3.0	2.3	78.0
Social	5	5.0	3.8	75.3
<b>P / S Development Total</b>	<b>8</b>	<b>8.0</b>	<b>6.1</b>	<b>76.3</b>

NOTE: Each Performance field is calculated at the student level. Subsequently, the fields are aggregated to produce the school, system, and state reports.

# Application: Clayton County Mt Zion Elementary School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Mt Zion Elementary School
System ID	0001
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).*

3-5

## Level

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

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

Elementary (K-5, Primary, Elementary)

## Number of Certified Teachers in School

37

## Number of Paraprofessionals or Teaching Assistants in School

9

## Principal or Director

Name	Rochelle Harris
Position	Principal
Email	<a href="mailto:rochelle.harris@clayton.k12.ga.us">rochelle.harris@clayton.k12.ga.us</a>
Phone	770-968-2935

## L4GA 2019 School Contact

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

Name	Wendell Span
Position	Assistant Principal
Email	<a href="mailto:wendell.span@clayton.k12.ga.us">wendell.span@clayton.k12.ga.us</a>
Phone	770-968-2935

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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

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

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

[ClaytonCountyMtZionElemPlan](#)

Filename: ClaytonCountyMtZionElemPlan.pdf Size: 585.6 kB

# Application: Clayton County Rex Mill Middle School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Rex Mill Middle School
System ID	0001
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).*

6-8

## 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

67

## Number of Paraprofessionals or Teaching Assistants in School

5



## Principal or Director

Name	Dr. Caryn Turner
Position	Principal
Email	<a href="mailto:caryn.turner@clayton.k12.ga.us">caryn.turner@clayton.k12.ga.us</a>
Phone	770-472-0702

## L4GA 2019 School Contact

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

Name	Gary Lomba
Position	Assistant Principal
Email	<a href="mailto:gary.lomba@clayton.k12.ga.us">gary.lomba@clayton.k12.ga.us</a>
Phone	770-472-0702

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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- How evidence-based practices and activities will be selected

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

[ClaytonCountyRexMillMiddle](#)

Filename: ClaytonCountyRexMillMiddle.pdf Size: 850.0 kB

# Application: Clayton County Lovejoy High School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Lovejoy High School
System ID	0001
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).*

9-12

## Level

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

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

High (9-12)

## Number of Certified Teachers in School

102

## Number of Paraprofessionals or Teaching Assistants in School

13

## Principal or Director

Name	Nelson Render
Position	Principal
Email	<a href="mailto:nelson.render@clayton.k12.ga.us">nelson.render@clayton.k12.ga.us</a>
Phone	770-473-2920

## L4GA 2019 School Contact

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

Name	Dr. Harold Dobbins
Position	Assistant Principal
Email	<a href="mailto:harold.dobbins@clayton.k12.ga.us">harold.dobbins@clayton.k12.ga.us</a>
Phone	770-473-2920

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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- How to monitor the implementation and effectiveness of services

[ClaytonCountyLovejoy High School](#)

Filename: ClaytonCountyLovejoy\_High\_School.pdf Size: 526.8 kB

# Application: Clayton County Mt Zion High School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
 L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Mt Zion High School
System ID	0001
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).*

9-12

## Level

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

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

High (9-12)

## Number of Certified Teachers in School

77

## Number of Paraprofessionals or Teaching Assistants in School

14

## Principal or Director

Name	Melvin Blocker
Position	Principal
Email	<a href="mailto:melvin.blocker@clayton.k12.ga.us">melvin.blocker@clayton.k12.ga.us</a>
Phone	770-473-2940

## L4GA 2019 School Contact

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

Name	Madalyn Wallace
Position	Assistant Principal
Email	<a href="mailto:madalyn.wallace@clayton.k12.ga.us">madalyn.wallace@clayton.k12.ga.us</a>
Phone	770-473-2940

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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[ClaytonCountyMtZionHighSchool](#)

Filename: ClaytonCountyMtZionHighSchool.pdf Size: 818.2 kB

# Application: Clayton County Mt Zion Primary School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
 L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Mt Zion Primary School
System ID	0001
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-2

## Level

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

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

Elementary (K-5, Primary, Elementary)

## Number of Certified Teachers in School

39

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

Name	Enika Bryant
Position	Principal
Email	<a href="mailto:enika.bryant@clayton.k12.ga.us">enika.bryant@clayton.k12.ga.us</a>
Phone	770-472-2828

## L4GA 2019 School Contact

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

Name	Tonya Pugh
Position	Assistant Principal
Email	<a href="mailto:tonya.pugh@clayton.k12.ga.us">tonya.pugh@clayton.k12.ga.us</a>
Phone	770-472-2828

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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[ClaytonCountyMtZionPrimarySchool](#)

Filename: ClaytonCountyMtZionPrimarySchool.pdf Size: 505.2 kB

# Application: Clayton County Eddie White Academy Elementary School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
L4GA 2019 Grant Applications To Review

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Eddie White Academy Elementary School
System ID	0001
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.

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k-5

## Level

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

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

Elementary (K-5, Primary, Elementary)

## Number of Certified Teachers in School

40

## Number of Paraprofessionals or Teaching Assistants in School

12

## Principal or Director

Name	Marcia Peyton-Edwards
Position	Principal
Email	<a href="mailto:marcia.payton-edwards@clayton.k12.ga.us">marcia.payton-edwards@clayton.k12.ga.us</a>
Phone	770-472-2441

## L4GA 2019 School Contact

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

Name	Karisa Walker
Position	Assistant Principal
Email	<a href="mailto:karisa.walker@clayton.k12.ga.us">karisa.walker@clayton.k12.ga.us</a>
Phone	770-472-2441

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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## [ClaytonCountyEddieWhiteElementary](#)

**Filename:** ClaytonCountyEddieWhiteElementary.pdf **Size:** 929.2 kB

# Application: Clayton County Eddie White Academy Middle School

Lonnie Smith - lonnie.smith@clayton.k12.ga.us  
L4GA 2019 Grant Applications To Review

## School Profile

**Completed** - Feb 10 2020

## B5 Project/School Profile

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

---

### B5 Project/School Information

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

System Name	Clayton County Public Schools
School or Center Name	Eddie White Academy Middle School
System ID	0001
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.

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6-8

## Level

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*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

45

## Number of Paraprofessionals or Teaching Assistants in School

3

## Principal or Director

Name	Dr. Michael Powell
Position	Principal
Email	<a href="mailto:michael.powell@clayton.k12.ga.us">michael.powell@clayton.k12.ga.us</a>
Phone	770-472-2850

## L4GA 2019 School Contact

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

Name	Dr. Deborah Green
Position	Assistant Principal
Email	<a href="mailto:deborah.green@clayton.k12.ga.us">deborah.green@clayton.k12.ga.us</a>
Phone	770-472-2850

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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## **[Eddie White Middle Academy L4GA](#)**

**Filename:** Eddie\_White\_Middle\_Academy\_L4GA\_.pdf **Size:** 523.9 kB

## School Narrative

**School Name: Mt. Zion Elementary**

### School History

Mt. Zion Elementary opened in 1976 and obtained accreditation that same year. Since opening its doors, Mt. Zion has been under the leadership of a total of six different principals. Although it opened as a traditional K-5 school, Mt. Zion converted to serve only students in grades 3-5 in the year 2008. This caused the overall enrollment to decrease from approximately 1,000 students to approximately 550 students. The majority of our students attend Mt. Zion Primary School before joining our student body for grades 3-5. Most of them attend Rex Mill Middle School then matriculate to Mt. Zion High School.

Currently, Mt. Zion Elementary serves a total of 539 students in grades 3rd, 4th, and 5th. We are a Title I school and all of our students receive free breakfast and lunch. We serve students from various demographics and backgrounds. Our current demographics are as follows:

- 70% Black
- 23% Hispanic
- 3% White
- 3% Multi-Racial
- 1% Asian/American-Indian

Mt. Zion Elementary's current CCRPI score is 61.3. This represents an increase from the previous year's score of 59.1. Our school attendance rate is typically around 95%. Additionally, the school has obtained a climate rating of two stars. During the past 6 years, Mt. Zion Elementary has experienced academic challenges centered around literacy. We have not been able to sustain literacy success due to low teacher capacity in the area of reading instruction. This has impacted instructional efficacy, therefore, impacting the academic performance of our students.

### Administrative and Teacher Leadership Team

The administrative team at Mt. Zion Elementary addresses the school's needs. The team is tasked with monitoring all operations related to supporting students daily. The administrative team meets weekly to review data, share best practices that will make a positive impact on student achievement, and determine additional action steps needed for student success.

Team Member	Role
Rochelle Harris	Principal
Wendell Span	Assistant Principal
DeAnn Clarington	Counselor
Erin Mayer	Title I Academic Coach

Kimberly Merideth	Instructional Support Teacher
Misha Thompson	Gifted teacher and Science contact
Gwenette Smith	EIP teacher and ELA contact
Nichelle Burden	5th grade teacher and Math contact
Ashaki Francis-Henry	5th grade teacher and Social Studies contact

**Community Assets**

Mt. Zion Elementary has established a School Council that serves as an advisory panel for the school. The School Council consists of faculty members as well as parents and other community stakeholders. Additionally, a PTO assists with the planning of school events and fundraisers to benefit our students. The school also has a full-time parent liaison who is funded through the Title I Department. The primary responsibility of the parent liaison is to communicate with parents and other community members regarding Mt. Zion’s academic progress, instructional support that parents can provide at home, and to support the home school connection. In the past, Mt. Zion had received support from numerous businesses within the community who served as Partners in Education. However, in recent years participation from such businesses has dwindled and the school has been left with only a few that can be relied upon. This can be attributed to the economic downturn experienced by our portion of Clayton County.

**Past Instructional Initiatives**

In the past, Mt. Zion relied on scripted programs such as SRA/Reading Mastery and Saxon Phonics in order to strengthen and support student literacy skills. Teachers also received extensive professional development on proper usage of guided reading using leveled text in order to differentiate reading instruction for all students. Other initiatives included Writing Destinations as well as Wordly Wise for direct and explicit vocabulary instruction. Mountain Language was used as a supplement to the core curriculum and was typically used in order to enhance daily learning. In terms of online programs, SuccessMaker was utilized primarily to provide differentiated instruction for students based on their Lexile levels. Mt. Zion Elementary also utilized Title I funding to offer students remediation opportunities for reading either after school hours or on Saturdays.

**Current Instructional Initiatives**

Currently, Mt. Zion Elementary uses iReady as supplemental, differentiated instruction for literacy. This particular program targets individual student instructional needs and provides instruction based on identified areas of need. Additionally, the use of iReady is enhanced by utilization of the Ready Reading books. Since the books are structured similarly to the online component, students are able to transfer skills between the online program and the written text. Accelerated Reader is also used by our school to support literacy. Incentives are provided to encourage students to meet their previously set goals and achieve increased Lexile levels. MyOn is another initiative employed by Mt. Zion Elementary to support literacy instruction. Using this online program, students are able to access text from a variety of genres and locate books whose subjects interest them. In terms of instructional strategies to support literacy, Mt. Zion currently uses differentiated small groups to provide targeted assistance to students of all levels. Teachers use a variety of data sources to identify student needs and plan and prepare lessons accordingly. Finally, teachers take advantage of opportunities to integrate science and

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

social studies into the ELA curriculum whenever possible. This is accomplished through the use of adopted resources such as Studies Weekly and ELA and Social Studies Concise Curriculum books as well as the writing component of Argument-Driven Inquiry. Mt. Zion also offers students opportunities to attend remediation to enhance literacy skills.

### **Describe the Needs Assessment**

One of the root causes identified by the team was getting the students to read and perform on or above their assigned grade level. Also, ensuring teachers are trained properly and supported to provide literacy instruction. Some of the main root causes we identified are:

- Implementation of the ELA instructional framework across grade levels
- Identification and implementation of research-based practices in the teaching of reading and reading foundational skills
- Not having an Academic Literacy Facilitator to focus solely on literacy needs of teachers and students
- Consistently using High Impact Strategies daily
- Effectively teaching evidenced based writing
- Students lacking foundational skills for grade level literacy

### **Needs Assessment Professional Learning Needs**

Mt. Zion Elementary has an ongoing need for intensive professional learning in the area of foundational literacy. Due to the unique characteristic of being a 3-5 school, many of the educators are lacking knowledge of how to adequately address student deficits in the area of phonemic awareness and phonics. This results in students being unable to demonstrate understanding of grade-level material because of their lack of basic decoding skills. In order to address such deficiencies, teachers need in-depth training on how to teach foundational literacy. Once this obstacle has been overcome, the teachers at Mt. Zion Elementary will need continued professional development on close reading, evidence-based writing, scoring writing appropriately using a rubric, and providing authentic feedback to students. Additionally, the root cause analysis revealed that the teachers at Mt. Zion Elementary are often unclear on the full intent of the ELA standards. This necessitates a need to increase teacher knowledge of exactly what the standards mean as well as best practices and strategies regarding their implementation. In order to further enhance teacher understanding of the level of rigor of the standards, teachers must also engage in intentional, thoughtful vertical planning sessions to gain clarity on the linear nature of the ELA standards. These planning sessions must occur with regularity throughout the school year. Implementing these experiences for the teachers will result in increased student achievement in the area of ELA. Since the professional learning needs of the school are broad and numerous, a full-time Academic Literacy Facilitator will be necessary in order to conduct the required professional learning as well as monitor implementation of the learned material.

### **Describe the Need for the L4GA Grant**

The table below will show our student performance data over the last 3 years. It will show the percentage of students who are at the proficient and distinguished level as evidenced by GMAS. In 2017, 24% of the students scored at the proficient and distinguished level. The overall percentage rate decreased over the next two years. We believe the decrease is due to teachers lacking knowledge on how to teach foundational reading skills and having a support person to guide their acquisition and retention of the skills. Also, students enter the school

School/Center Literacy Plans (to be completed by each school and/or early care center involved) lacking basic literacy skills. Currently, the overall percentage for proficient and distinguished is 21.6%. When compared to the State, our students are scoring well below 65% on GMAS.

**English Language Arts Performance Georgia Milestones Assessments (GMAS)**

2018 CCRPI Scoring by Component						
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness
State Elementary	65.7	63.7	64.07	84.4	85.0	79.1
<b>CCPS Elementary</b>	68.0	49.1	47.47	82.5	63.2	74.6
CCPS Middle	62.3	46.3	46.98	78.2	44.4	71.7
CCPS High	62.3	47.9	54.53	75.6	56.9	58.3
<b>CCPS Overall</b>	65.1					
Mount Zion Elementary School	59.1	45.2	45.39	75.2	28.6	74.5
2018 to 2019 CCRPI Scoring Comparison by Component						
School Name	2019 CCRPI Score	2019 Content Mastery	2019 ELA Score	2019 Progress	2019 Closing Gaps	2019 Readiness
State Elementary	77.1	67.6	67.24	84.4	73.8	80.9
<b>CCPS Elementary</b>	63.5	50.0	49.96	75.7	47.4	74.3
CCPS Middle	61.9	47.1	49.47	73.7	51.3	71.5
CCPS High	60.9	47.7	57.55	75.4	38.9	60.4
<b>CCPS Overall</b>	62.4					
Mount Zion Elementary School	61.3	44.1	42.1	74.7	48.1	73.6

English Language Arts Performance GMAS (EOG)				
Mount Zion Elementary School (Clayton) E		2017 % PL+ DSL	2018 % PL+ DSL	2019 % PL+ DSL
	Grade 3	17.3	13.3	20.8

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

	Grade 4	28.2	28	20.4
	Grade 5	26.3	23.1	23.4
	Overall	24.0	21.8	21.6
<b>Level Lexile Trends</b>				
Mount Zion Elementary School (Clayton) E		<b>% of students Within/Above 2017</b>	<b>% of students Within/Above 2018</b>	<b>% of students Within/Above 2019</b>
	Grade 3	51	49	60
	Grade 4	51	50	39
	Grade 5	66	59	59

### Resources / Supports Needed by Tier

#### Our school will utilize the L4GA Grant to address the following needs:

Tier I-Due to the students' demonstrated need for systematic phonics instruction, Mt. Zion Elementary will utilize grant funding to purchase such a program. This program will provide phonics instruction to our least proficient students in order to strengthen decoding skills. This will result in an increase in foundational reading skills for those students who need it most.

Tier II-Materials for the acquisition of foundational literacy skills must be used for students who are lacking such concepts. This may include technological resources or programs to be made available for students who require them. Additionally, Mt. Zion Elementary will purchase class sets of leveled readers for students to use to strengthen overall reading skills.

Tier III-The first priority will be to ensure that funds are available to provide teachers with the professional learning sessions necessary to meet our school-wide needs in the area of literacy. Therefore, a full-time, school-based Academic Literacy facilitator will also be needed in order to conduct the professional learning for teachers.

### School Literacy Achievement Plan Components

#### Overall District Literacy Goals:

#### Overarching Literacy Goals:

- By 2023, increase the percentage of K-1st grade students reading on or above grade level to 90%.
- By 2023, increase the percentage of 2nd -12th grade students reading on or above grade level to 80%.
- By 2023, increase the percentage of K-12th grade students writing on or above level to 80%.

#### Essential Literacy Components:

1. Implement a rigorous, relevant, and aligned PK-12 English Language Arts curriculum that is assessed and evaluated regularly to ensure alignment to state standards.

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

2. Implement and monitor the use of evidence-based disciplinary literacy practices across all subjects and levels.
3. Implement and monitor evidence-based intervention literacy programs.
4. Offer continuous professional development resulting in high levels of quality literacy instruction.
5. Engage multiple stakeholder groups in activities and outreach that support accountability and collaboration.

**District Literacy Implementation Plan**

The following **district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Coordinator of Early Learning, Coordinator of English Language Arts (K-5<sup>th</sup>), Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teachers, and Coordinator of Library Media Services. The actions outlined in the system literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, (4)

**Project Goal #1:** Implement comprehensive literacy instruction.

<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p style="text-align: center;"><b>B-PK</b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement early literacy instruction (phonological awareness, comprehension, fluency, vocabulary, emergent writing, and concepts of print).</li> <li>● Administer early literacy assessments (Work Sampling Online, Phonological awareness Literacy Screening(PALS), Peabody Picture Vocabulary Test(PPVT) to determine student growth.</li> <li>● Provide targeted professional development to principals, childcare</li> </ul>	<ul style="list-style-type: none"> <li>● Use monitoring tools to collect data on the fidelity of the implementation Georgia Early Learning and Developmental Standards (GELDS).</li> <li>● Establish timelines for the administration of Early Literacy assessments.</li> <li>● Determine effectiveness of early literacy instruction through the use of Instructional Quality Guides (IQ) and early literacy observational checklists.</li> <li>● Increase the use of the Coaching Cycle with struggling teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for purchasing Early Literacy Assessments and assessment training sessions</li> <li>● Funding for Intervention Resources and Materials</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and</li> </ul>

	<p>directors, childcare professionals, HeadStart professionals, and district staff.</p> <ul style="list-style-type: none"> <li>● Acquire additional literacy resources for Pre-K classrooms, ChildCare Centers, and Community Partners.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement Response to Intervention (RTI) to increase support and resources.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> </ul>	<p>through the tiered level of support.</p> <ul style="list-style-type: none"> <li>● Provide on-going professional development sessions.</li> <li>● Conduct professional learning needs survey for principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Provide follow-up professional development and technical assistance based on data.</li> <li>● Monitor protocols for referrals to tiered interventions based on screenings, progress monitoring, and the learning domains addressed.</li> </ul>	<p>childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p>
	<p style="text-align: center;"><b>K-5<sup>th</sup></b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence</li> <li>● Develop standards-based and literacy-based lessons.</li> <li>● Train teachers in how to effectively teach information, narrative, and opinion writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.)</li> <li>● Train leaders and</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the effectiveness of written lesson plans designed around lesson-sized learning targets.</li> <li>● Increase the use of the coaching cycle with struggling teachers through the tiered level of support.</li> <li>● Standards and learning targets posted in the classroom.</li> <li>● Formative assessments constructed to assess students' mastery of the learning targets.</li> <li>● Literacy-rich school and classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</u> by Jim Burke and Sharon Taberski.</li> <li>● <u>The Common Core Companion: Booster Lessons, Grades K-2</u> by Janiel Wagstaff</li> <li>● <u>The Common Core Companion: The Standards Decoded,</u></li> </ul>



	<p>teachers in the science of reading so that they deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students' reading deficits.</p> <ul style="list-style-type: none"> <li>● Use "Read Alouds" to promote a love of reading, teach print and writing concepts, build background knowledge, model effective reading, and provide an exemplar for a genre of writing.</li> <li>● Use oral language, visuals, and read alouds to provide grade appropriate instruction that can be incorporated during the reading block.</li> <li>● Implement instructional strategies that support the development of phonological and phonemic awareness skills.</li> <li>● Implement instructional strategies that support the development of phonics skills for teaching reading and spelling.</li> <li>● Differentiate and scaffold instructional methods to meet the needs of students.</li> <li>● Progress monitor student performance to inform instructional next steps.</li> <li>● Create technology infused instruction to</li> </ul>	<p>environments (i.e. word walls, student work samples, interactive literacy notebooks, books and other texts, writing rubrics, etc.)</p> <ul style="list-style-type: none"> <li>● Rubrics from instructional observations</li> </ul>	<p><u>Grades 3-5: What They Say, What They Mean, How to Teach Them</u> by Leslie Blauman and Jim Burke</p> <ul style="list-style-type: none"> <li>● <u>The Common Core Companion: Booster Lessons, Grades 3-5</u> by Leslie Blauman</li> <li>● Funding for substitute teachers to provide classroom coverage during job-embedded training.</li> <li>● Funding for stipends to support Saturday training</li> <li>● Funding to purchase professional learning training sessions</li> <li>● Funding for intervention resources and materials</li> <li>● Funding for conference attendance for teachers and district leaders</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours.</li> <li>● Funding for the purchase of a comprehensive writing program</li> <li>● Funding for the purchase of a variety of text types</li> </ul>
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	<p>increase student engagement and understanding.</p> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers to teach and remediate foundational reading skills.</li> <li>● Train teachers to implement small group instruction to target and support reading deficits in phonemic awareness, phonics, fluency, vocabulary and comprehension of literature and informational text.</li> <li>● Train teachers to implement the district-selected intervention program with fidelity.</li> <li>● Train leaders to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders to create an instructional schedule and environment that supports successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>and genres to build classroom libraries at all levels</p> <ul style="list-style-type: none"> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, ILA, etc.)</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> </ul>
	<p><b>6<sup>th</sup>-12<sup>th</sup></b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence for reading</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed around lesson-sized learning targets.</li> <li>● Lesson-sized learning targets posted in the</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The</u></li> </ul>

	<p>and writing and how to design standards-based lessons with purposeful reading and writing tasks that develop students' literacy skills.</p> <ul style="list-style-type: none"> <li>● Train leaders and teachers in the science of reading so that teachers deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension).</li> <li>● Train teachers in how to informational and literary reading standards using extended texts such as novels.</li> <li>● Train teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.).</li> <li>● Train teachers in how to establish, implement, monitor and maintain a classroom library of authentic texts.</li> <li>● Provide ongoing training to teachers on how to effectively teach informative, narrative and argumentative writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.)</li> <li>● Train teachers in how to increase students' motivation, engagement</li> </ul>	<p>classroom.</p> <ul style="list-style-type: none"> <li>● Formative assessments constructed to assess students' mastery of the learning targets.</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<p><u>Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them</u> by Jim Burke).</p> <ul style="list-style-type: none"> <li>● Purchase of contracted services to provide professional learning in the science of reading and of the training materials.</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours</li> <li>● Purchase of a comprehensive writing program</li> <li>● Purchase of a variety of text types and genres to build classroom libraries</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> <li>● Funding to send</li> </ul>
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	<p>and achievement in reading and writing through choice, culture, collaboration and communication.</p> <ul style="list-style-type: none"> <li>● Support for teachers in establishing and maintaining professional learning communities.</li> <li>● Train leaders in how to evaluate instruction to determine if effective literacy instruction is being delivered.</li> <li>● Train leaders in how to implement, support and monitor a comprehensive literacy program.</li> <li>● Train leaders in how to establish and sustain a culture of literacy.</li> <li>● Build leader capacity to allocate resources in a way that supports successful implementation of literacy improvement efforts (i.e. personnel, instructional materials/resources, school funding, master schedule, etc.)</li> </ul> <p><i>Tier II &amp; III Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers in how to teach and remediate foundational reading skills at the secondary level.</li> <li>● Train teachers in how to implement small group instruction at the secondary level in order to provide targeted</li> </ul>		<p>leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, etc.)</p> <ul style="list-style-type: none"> <li>● Funding to continue offering students access to texts during the summer months to prevent regression in reading</li> <li>● Funding to purchase intervention materials and programs</li> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to pay stipends for teachers to earn reading endorsements in the evening</li> <li>● Funding to pay stipends for teachers to attend vertical and horizontal team meetings on the weekends and/or after school</li> <li>● Funding to pay providers to bring authors to the district after a book study</li> <li>● Funding to extend and expand opportunities for</li> </ul>
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	<p>reading support in phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <ul style="list-style-type: none"> <li>● Train teachers in how to implement any district-selected intervention program with fidelity.</li> <li>● Train leaders in how to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders in how to create a master instructional schedule and environment that support successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>more students to participate in authentic literacy experiences</p>
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*The following research undergirds the proposed evidence-based activities outlined above.*

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<b>Project Goal #2:</b> Optimized literacy instruction in all content areas.			
<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students' literacy skills.</li> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> </ul>

**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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



<b>Project Goal #3:</b> Implement a balanced and comprehensive assessment system that <b>monitors</b> literacy achievement at each tier.			
<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the full Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data Protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth.</li> <li>● Administrators will work with district support personnel to analyze the results and determine needed resources and support. Stipends for school teams to meet biweekly to develop,</li> </ul>

			analyze and use data from short cycle assessments.
<p style="text-align: center;"><b>References</b></p> <ul style="list-style-type: none"> <li>● <i>Georgia's Cycle of Continuous Improvement</i> <a href="https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx">https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx</a></li> <li>● Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).</li> <li>● National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, <i>The Future of Assessment Practices:</i> <ul style="list-style-type: none"> <li>○ <i>Comprehensive and Balanced Assessment Systems Policy Paper</i>. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).</li> </ul> </li> <li>● <i>Student Assessment Inventory for School Districts</i>, Achieve 2014</li> <li>● Wiliam, Dylan, <i>Embedded Formative Assessments</i>. Solution Tree Press, 2011.</li> </ul>			

<b>Project Goal #4:</b> Engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students).			
<b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Community Partners</i></p> <ul style="list-style-type: none"> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings</li> <li>● Partner with ChildCare Centers to provide resources for early literacy development.</li> <li>● Provide professional learning opportunities for child care providers in collaboration with district preschool providers for early literacy development.</li> </ul> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Partner with Parents of Early Learners (Birth-Five) to provide resources for early literacy development, social and emotional development, and school readiness.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> <li>● Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>● Participate in district-wide parent workshops that inform</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a chart mapping of community resources for childcare centers.</li> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>● Evaluate screening tools to ensure appropriateness for students identified with early learning delays.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</li> <li>● Funding for</li> </ul>

	<p>parents of how to support literacy development at home.</p> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Create Pre-K to Kindergarten Student Early Readiness Profile.</li> <li>● Participate Kindergarten Transition Activities(Child to Child, Child to School, and Child to Community)</li> <li>● Engage students in assessment data chats.</li> <li>● Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among students of reading goals.</li> </ul>		<p>training materials to support family literacy resources, books for families of birth to five learners, literacy kits, ages and stages, developmental delays, school transition, kindergarten readiness, and family workshops</p> <ul style="list-style-type: none"> <li>● Funding to incentivize student reading and writing achievement</li> </ul>
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*The following research undergirds the proposed evidence-based activities outlined above.*

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<b>Literacy Component #1: Implement a standards-based Language Arts core curriculum</b>			
<b>Objective</b>	<b>Who's Responsible</b>	<b>Actions</b>	<b>Evidence of Practices and Success</b>
Ensure that all teachers are effectively implementing the Language Arts core curriculum to increase Content Mastery	<ul style="list-style-type: none"> <li>● Administrator</li> <li>● Academic Coach</li> <li>● Instructional Support Teacher</li> <li>● Content Area Teachers</li> </ul>	<p>Tier I Actions</p> <ul style="list-style-type: none"> <li>● Provide intentional and explicit literacy Instruction</li> <li>● Deliver Professional development for support staff</li> <li>● Assessing of literacy skills</li> <li>● Literacy Observations</li> </ul> <p>Tier II / III Actions</p> <ul style="list-style-type: none"> <li>● Recruit and retain coaches for reading and intervention services</li> </ul>	<ul style="list-style-type: none"> <li>● Increased test scores</li> </ul>

**SCHOOL LITERACY PLAN**

<b>Literacy Component #1: Implement comprehensive literacy instruction.</b>				
<b>Objective # 1a</b> <i>Ensure that <b>all</b> teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions</b>	<b>Who's Responsible</b>	<b>Evidence of Implementation</b> <i>What dates and artifacts be used to determine the quality of the implementation?</i>	<b>Timeline</b>
	<p><i>Tier I:</i></p> <ul style="list-style-type: none"> <li>● <i>Provide explicit training on implementing the High Impact Strategies</i></li> <li>● <i>Implement research based strategies to assist struggling readers and writers</i></li> <li>● <i>Utilize vocabulary strategies to increase students' knowledge base</i></li> <li>● <i>Training on how to teach foundational literacy</i></li> <li>● <i>Provide training on how to effectively identify and use lexiles for instruction</i></li> <li>● <i>Implement school wide reading program to address lexile levels</i></li> <li>● <i>Training on close reading and evidenced based writing</i></li> </ul> <p><i>Tiers II and III:</i></p> <ul style="list-style-type: none"> <li>● <i>Utilize the RTI</i></li> </ul>	<ul style="list-style-type: none"> <li>● Administrator</li> <li>● Academic Coach</li> <li>● Instructional Support Teacher</li> <li>● Content Area Teachers</li> <li>● EIP</li> <li>● ESOL</li> <li>● DES</li> <li>● Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Increased proficiency on literacy-based assessments or programs</li> <li>● Classroom observation</li> <li>● Increased percentage of students scoring proficient/distinguished as evidenced by Georgia Milestones</li> </ul>	<p>Beginning of Year Mid-Year End of Year</p>

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

	<p><i>process for students who continue to struggle with literacy skills</i></p> <ul style="list-style-type: none"> <li>● <i>Utilize support teachers to provide differentiated instruction</i></li> <li>● <i>Utilize literacy based technology programs to address deficit areas</i></li> </ul>			
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**Sustainability** *How will you sustain the outlined practices after grant funding sunsets? Continue to utilize the learned strategies and practices that were used during the grant period. Also, continue to provide additional support via the RTI process. Continue to implement the RTI process as designed by the District. Utilize District and school protocols to ensure all students are provided with interventions that will allow them to meet or exceed grade level standards*

**Literacy Component #2:** Optimized literacy instruction in all content areas.

<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i>	<b>Actions</b>	<b>Who's Responsible</b>	<b>Evidence of Implementation</b> <i>What dates and artifacts be used to determine the quality of the implementation?</i>	<b>Timeline</b>
	<p><i>English Language Arts-utilize high impact strategies for ELA instruction, provide explicit training on close reading, evidence-based writing, and effective vocabulary instruction</i></p> <p><i>Science-emphasize the importance of writing within the content area, provide</i></p>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Academic Coach</li> <li>● Instructional Support Teacher</li> <li>● Content Area Teachers</li> <li>● Parent Liaison</li> </ul>	<p>Professional development agendas, handouts, sign-in sheets, and presentations</p> <p>Analysis of weekly lesson plans</p> <p>Classroom observations</p>	<p>Beginning of Year</p> <p>Mid-Year</p> <p>End of Year</p>

	<p><i>additional training on Argument-Driven Inquiry and how it infuses literacy into science</i></p> <p><i>Social Studies-emphasize the importance of writing within the content area, provide additional training on Document-Based Questions and how this strategy infuses literacy into social studies</i></p> <p><i>Mathematics-provide training on how to use close reading strategies for math, provide training on writing in math, particularly focusing on constructed response questions</i></p> <p><i>Specialty Programs (e.g. Fine Arts, CTAE)-utilize Fine Arts teachers to conduct literacy-based small groups during their flexible periods, provide training on how to integrate vocabulary, reading, and writing into their content areas</i></p> <p><i>Incentives-Incentives will be provided for students who meet monthly literacy-based goals</i></p>			
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**Sustainability** How will you sustain the outlined practices after grant funding sunsets? Teachers will continue to implement strategies learned during the grant period. These practices will be monitored through the use of lesson plan analysis as well as classroom and collaborative planning observations.

**Literacy Component #3:** Implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier.



<p><b>Objective #3</b>  <i>Develop assessment literacy for all leaders and teachers so the <b>full</b> Cycle of Continuous Improvement raises literacy achievement.</i></p>	<p><b>Actions</b>  <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i></p>	<p><b>Who's Responsible</b></p>	<p><b>Evidence of Implementation</b>  <i>What dates and artifacts be used to determine the quality of the implementation?</i></p>	<p><b>Timeline</b></p>
	<p><i>Plan-Teachers will engage in biweekly collaborative planning sessions focusing on deconstructing standards, planning meaningful lessons, identifying appropriate resources, and modeling instructional strategies for their colleagues. Collaborative planning sessions will be observed by school administrators and feedback will be provided regarding how to improve the planning process.</i></p> <p><i>Do-Teachers will teach their daily lessons according to what was discussed during collaborative planning. High impact strategies will be implemented with fidelity.</i></p> <p><i>Check-Classroom instruction will be monitored closely by school administrators as well as the academic coach and academic literacy facilitator. Feedback will be given to improve the instructional process.</i></p> <p><i>Act-Based on classroom observations, teachers needing additional support with literacy strategies will be identified. These teachers will receive model lessons and side-by-side coaching, and follow-up</i></p>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Academic Coach</li> <li>● Instructional Support Teacher</li> <li>● Content Area Teachers</li> </ul>	<p>Collaborative planning agendas and minutes                      Lesson plan analysis                      Classroom observations                      Model lesson summaries                      Side-by-Side coaching notes</p>	<p>Beginning of Year                      Mid-Year                      End of Year</p>

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

	<i>training from the academic coach and academic literacy facilitator.</i>			
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**Sustainability** *How will you sustain the outlined practices after grant funding sunsets? Teachers will continue to use the strategies learned during the grant period. These practices will be monitored through lesson plan analysis as well as observations of classroom instruction and collaborative planning.*

**Literacy Component #4:** Engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students).

<p><b>Objective #4</b>  <i>Ensure that all stakeholders are knowledgeable of the school-wide literacy plan and understand how their role is essential in supporting literacy development.</i></p>	<p><b>Actions</b></p>	<p><b>Who's Responsible</b></p>	<p><b>Evidence of Implementation</b>  <i>What dates and artifacts be used to determine the quality of the implementation?</i></p>	<p><b>Timeline</b></p>
	<p><i>Community Partners-Community partners will be made aware of current literacy initiatives via the parent liaison. Community members will be invited to participate in school activities related to literacy, such as Accelerated Reader incentive celebrations, Read Aloud Days, and Career Day.</i></p> <p><i>Parents-The parent liaison also serves a crucial role in ensuring that parents are aware of current literacy initiatives within the school. Monthly parental engagement meetings will be held in order to provide parents with training on how to incorporate literacy at home. Teachers will also involve parents in the literacy acquisition process by holding quarterly conferences to provide parents with information regarding student performance and participation in literacy initiatives. Parents will also receive monthly newsletters from the individual grade levels which will inform them of any current action steps related to literacy.</i></p> <p><i>Students-Students will be active participants in school-wide literacy initiatives. Teachers and</i></p>	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Partners in Education</li> </ul>	<p>Community partner sign-in sheets                      Parental engagement session sign-in sheets, agendas, and presentations</p>	<p>Beginning of Year                      Mid-Year                      End of Year</p>

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

	<p><i>administrators will inform students of current initiatives via morning announcements and school-wide assemblies.</i></p>			
<p><b>Sustainability</b> <i>How will you sustain the outlined practices after grant funding sunsets? Parents and other community members will continue to be vital participants in the school's literacy-based initiatives. Mt. Zion Elementary will continue to include the parent liaison in this process, as well as ensure that teachers and other staff members serve as messengers of information.</i></p>				

### **School History**

Eddie White Middle Academy received its moniker from a former educator who taught in the school system in the early 1960's, when the system was still segregated. Mr. White worked his way up the administrative ranks to become Assistant Superintendent, before retiring in the late 1990's. His lengthy career in education also included a stint on the Clayton County School Board, from 2005 to 2008. Eddie White Middle Academy officially opened after a ribbon-cutting ceremony on August 05, 2010.

Eddie White Middle Academy is located in South Clayton County in a small city named Hampton, GA. Eddie White was created as the small city next door experienced a population boom and overcrowding became a concern. Eddie J. White Middle Academy exists to promote a love for learning and develop a solid foundation that produces academically accomplished students with character to meet the needs of a global society. We serve students in grades six through eight.

Our school originally opened as a K-8 Academy; however, in 2018, we were split into two separate schools, an elementary and middle, with focuses intentionality to increase academic achievement. During the 2017-2018 school year, Eddie White Academy's overall performance is higher than 15% of schools in the state and is lower than the District. Our students' academic growth is higher than 28% of middle schools in the state and lower than the District. 47.1% of its 8th grade students are reading at or above the grade level target. These scores indicated that support and change are needed. We currently serve 812 students; 246 sixth graders; 291 seventh graders; and 275 eighth graders.

The namesake of our school worked diligently to overcome and excel under the oppressive umbrella of segregation and we continue to work diligently to help students understand the great strides that were taken and sacrifices made to afford their many privileges. One way we reinforce these ideas is by implementing a robust positive behavioral intervention system. We began implementing the PBIS program in 2012 and have experienced interval improvements. We recognize the need for more work in this area, and this grant will provide financial resources for more student achievement and progress incentives.

### **Administrative and Teacher Leadership Team**

<b>Team Member Name</b>	<b>Team Member Role</b>
Dr. Michael Powell	Principal
Dr. Deborah Green and Dr. Micki Sims	Assistant Principals
Quinae Jackson	Academic Coach
Jeannine Thomas	School Media Specialist
Rename Pintard	Parent Liaison
Kristi Kelley	ESOL Chair
Rose Henlon	DES Chair

Curtis Combs Martin Screen Dr. Brigette Warde Brittany Taylor	Content Department Chairs
Ken Wilson	Community Organization Representative

The Eddie White Middle Academy Leadership Team consists of the principal, two assistant principals, the Title 1 Academic Coach, four content/department lead teachers, three grade level teachers, a special education specialist and the school counselor. The team schedules meetings once a month to discuss school-wide instructional and organizational needs. The leadership team meets monthly to discuss school initiatives, current school data, policies, and procedures. Content and grade level teams meet weekly. Content and grade level teams are in place to plan for instructional planning. Student achievement and student support data is reviewed in all these meetings.

Literacy, both reading comprehension and English/Language Arts, is of paramount concern and basically undergirds our academic efforts. Increasing our students’ literacy skills is a building-wide focus that has been included as one of our School Improvement Goals, which is to Implement Evidence Based Writing and Close Reading strategies across all core content areas and connections classes. District goals are incorporated into all leadership and common planning times. Rigor, relevance, literacy, and a culture for success are incorporated into our school improvement plan. At the middle school level, our literacy team consists of the grade level ELA teachers, Read 180 teacher, paraprofessionals, and the media specialist.

**Community Assets**

Eddie White Middle is fortunate to be in a community that is “rich” in human resources. Several civic, religious and governmental entities partner with our school to provide both human and fiscal resources. Our PTSA consists of parents who are constantly involved in school activities that promote parental engagement. We also have an existing Parent Resource Center which provides vocabulary, reading and math games families can check out. Our Parent Resource Center is staffed by our Parent Liaison who is available to support parents in playing an active role in their scholar’s education. Through our PBIS team we provide various incentives for student attendance, behavior, and achievement.

**Past Instructional Initiatives**

We began the implementation of professional learning communities (PLC) to increase collaboration among educators and deliver sustained professional learning at the school level in 2018, when we emerged as a stand-alone Middle School. This was expanded in 2019 to include the colleague to colleague model which provides for one-on-one modeling and classroom coaching. Teachers have used research based reading and writing strategies such as Read 180, Writing Destinations, Be A Better Reader, Pearson Successmaker, Step Up to Writing, SRA as well as USA Test Prep.

**Current Instructional Initiatives**

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

Currently, for ELA Tier 1 instruction we are using the Collections Instructional Platform by Houghton-Mifflin. The curriculum is designed in a spiral manner to enable students to apply the Common Core Standards and perform complex, rigorous performance tasks and Quad D-Tasks at the end of each unit. Supports are built into the program to assist struggling learners and enrich those who are accelerating. Our 6th grade students work to improve literacy through the Accelerated Reading Program (A.R.). All classrooms at EWMA are standards based. Teachers use the Georgia Standards of Excellence in all content area classes. Standards are used to create rigorous lessons for an academically challenging environment. While used in lesson plans, standards are also posted in an instructional framework in student friendly language through learning targets.

We also have a computerized foundational reading support program called Language Live as a Tier 2 intervention program to support students who are struggling with reading comprehension and reading below grade level Lexile bands. Additionally, for Tier 2 and 3, we have strategic remediation cycles that allow teachers to engage in small groups and/or one-on-one instruction. We utilize I-Ready to diagnose, track instruction, and achievement. Tier 1, instruction also incorporates district curriculum maps which are built around the Connections curriculum and Step Up To Writing. We support instruction using various online programs such as Moby Max and USA Test-Prep along with the HMH online supports.

Additionally, students are tested three times per year utilizing the NWEA MAP platform and the I-Ready Platform. In addition to our student focused instruction, we offer Saturday tutoring and Campus Kids. These teacher led events provide our students and parents with the opportunity to come and practice skills through games and collaboration.

The EWMA administrative team evaluates teacher's lesson plans which outline implementation of the explicit instruction framework. We implement RACE across the curriculum and have provided professional learning on what literacy looks like outside of the ELA classroom. School administrators do frequent walk-throughs and evaluations on teaching and learning in the classroom to ensure these strategies and resources are being implemented.

**Describe the Needs Assessment** (process, audience, identified root causes)

To determine the needs of our school we will collect a needs assessment, where school staff input will be gathered, in addition to analyzing data to determine areas of weakness during PLC meetings.

Link for Needs Assessment: <https://forms.gle/rKtP98cAQ52PXxWA8>

Based on the ESSA clearinghouse Student team reading and writing refers to two cooperative learning programs for secondary students: (1) Student Team Reading and Writing and (2) Student Team Reading, will become a part of our literacy work. The Student Team Reading and Writing program is an integrated approach to reading and language arts for early adolescents. Student Team Reading comprises the reading part of Student Team Reading and Writing and consists of two principal elements: (1) literature-related activities (including partner reading, treasure hunts, word mastery, story retelling, story-related writing, and quizzes) and (2) direct instruction in reading comprehension strategies (such as identifying main ideas and themes, drawing conclusions, making predictions, and understanding figurative language). This integrated approach will help bridge the gap between reading and writing and strengthen students' literacy.

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

Our CCRPI data shows a decrease from last year to this year on progress from 75 to 68.6. There was 2 points growth in ELA from 43 to 45; however, this is far below what we want for our students. Additionally, GMAS shows more than 75% of our students are below proficiency in English Language Arts, and our students reading on level varies from grade 6 to grade 8 significantly in Spring of 2019. As these student become 8th graders and as trends of having 6th grade cohorts having gaps, the need to hone in on literacy is apparent.

Secondary teacher surveys reported that teachers are really eager, but unsure of how to meet their students at their current skill levels. Teachers reported being challenged by students with wide ranges in abilities and feeling unequipped to meet all of the varying needs. They want to learn how to incorporate literacy into content areas and do not feel competent in doing so. Only 40% of the secondary teachers felt confident around increasing student Lexile levels and only 60% felt confident in using formative data to inform literacy instruction. Both groups expressed a need for materials such as differentiated lessons and materials, books, magazines, and technology. Secondary teachers also expressed a need for strategies on engaging students. Classroom modeling and sharing of best practices will be needed collaborative work time throughout the duration of the grant. Teachers clearly expressed a desire to meet their students where they are and move them forward by whatever means necessary. The sincerity of their comments conveyed a willingness to do whatever it takes

2018 CCRPI Scoring by Component							
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate
State Elementary	65.7	63.7	64.07	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1						
Eddie White Academy (Clayton) M	53.7	39.9	43.50	75.5	5.0	73.0	N/A
2019 CCRPI Scoring by Component							



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

School Name	2019 CCRPI Score	2019 Content Mastery	2019 ELA Score	2019 Progress	2019 Closing Gaps	2019 Readiness	2019 Graduation Rate
State Elementary	77.1	67.6	67.24	84.4	73.8	80.9	N/A
State Middle	72.1	66.3	66.27	80.3	50.0	82.9	NA
State High	77.00	69.4	75.22	82.1	80.0	74.5	82.6
<b>CCPS Elementary</b>	63.5	50.0	49.96	75.7	47.4	74.3	N/A
<b>CCPS Middle</b>	61.9	47.1	49.47	73.7	51.3	71.5	N/A
<b>CCPS High</b>	60.9	47.7	57.55	75.4	38.9	60.4	73.4
<b>CCPS Overall</b>	62.4						
Eddie White Academy (Clayton) M	61.8	40.7	45.0	68.6	70.5	74.9	N/A

English Language Arts Performance GMAS				
Eddie White Academy Middle School (Clayton) M		2017 % PL+ DSL	2018 % PL+ DSL	2019 % PL+ DSL
	Grade 6	32.8	20.2	24.7
	Grade 7	28.3	25.6	19.4
	Grade 8	32.7	24.1	30.7
	Overall	31.3	23.3	24.9

Grade Level Lexile Trends				
Eddie White Academy Middle School (Clayton) M		% of students Within/Above Lexile Levels	% of students Within/Above Lexile Levels	% of students Within/Above Lexile Levels
	Grade 6	51	43	37
	Grade 7	60	60	62
	Grade 8	77	57	64

**Needs Assessment Professional Learning Needs** (connect PL to needs assessment root causes)

Indicators such as the MAP assessment, benchmark assessments, I-Ready diagnostics and end of grade assessments confirm that low proficiency in reading have stifled or limited student growth. Additional professional learning in developing and utilizing short-cycle formative assessments is needed so effective research based literacy strategies can be put into practice in all content areas. It is essential that this professional learning provides teachers with strategies that accommodate and address the diverse learning styles and needs of the learners. Strategies need to enable students to demonstrate their knowledge through all genres of writing. Teachers expressed the inability to provide resources to students at their reading level due to lacking differentiated instructional materials. We have a site based Title I Academic Coach and online resources for promoting improvements in reading. However, the coach is responsible for supporting all contents, we need a Literacy Coach who can provide professional learning and on-site coaching. We also need opportunities for our teachers to travel to state and national conferences that are geared towards literacy such as GCTE, NCTE , IRA and GAETC.

Professional learning with an emphasis on literacy would assist teachers in developing effective lessons that provide relevant and engaging learning experiences. Professional learning needs to include, but is not limited to:

- Promoting and supporting students' critical thinking skills, including at a metacognitive level
- Teaching students to express academic knowledge in their own words verbally and in writing.
- Effectively and systematically collaborate to use textual evidence in all contents
- Teaching from an interdisciplinary framework to provide seamless literacy instruction to promote authentic learning of literacy skills in all content areas.
- Explicit comprehension strategies.
- Explicit vocabulary instruction peer-assisted learning.
- Small-group reading interventions.
- Disciplinary Literacy: Reading and writing instruction in the content areas.
- Conferencing and goal setting with students.
- Close reading to teach the comprehension skills of text analysis and evaluation.
- Digital literacy and how it is different from conventional literacy.
- Intensive supplementary instruction for struggling students, including English learners, and students with disabilities.
- Culturally Relevant Pedagogy
- Differentiating instruction for students on multiple reading levels.
- Parent Literacy Strategies

**Describe the Need for the L4GA Grant (include data charts and narrative of how the funding will be used)**

We conducted a comprehensive needs assessment which included data analysis of student standardized test scores from the past three years plus a survey of school staff. The results revealed that our students lag behind their peers at the district, and state levels in overall academic performance at almost all grade levels and subject areas as seen on the Georgia Milestones assessments. We have identified that low literacy levels also impact students' proficiency rates in other subjects. Our school currently shares a Media Center with the elementary

school. This causes major scheduling conflicts as middle school library time can be non or minimally existent. Through this grant we will fund Classroom Libraries, making rich and diverse texts available to scholars throughout middle school classrooms.

**Resources / Supports Needed by Tier - Be sure to connect to needs assessment. (Opening Frame: Our school will utilize the L4GA Grant to address the following needs....)**

Our school will utilize the L4GA Grant to address the following needs:

**School Literacy Improvement Plan**

The following **district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Coordinator of Early Learning, Coordinator of English Language Arts (K-5<sup>th</sup>), Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teachers, and Coordinator of Library Media Services. The actions outlined in the system literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><b>6<sup>th</sup>-8<sup>th</sup></b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>Train teachers around understanding the Georgia Standards of Excellence for reading and writing and how to design standards-based lessons with purposeful reading and writing tasks that develop students' literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Review of the posted lesson agenda to ensure lessons are designed around a lesson-sized learning target</li> <li>Analysis of teachers' lesson plans designed</li> <li>Formative assessments constructed to assess students' mastery of the learning targets</li> </ul>	<ul style="list-style-type: none"> <li>High interest Lexile leveled libraries for each classroom, including novel sets</li> <li>Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They</u></li> </ul>

	<ul style="list-style-type: none"> <li>● Train leaders and teachers in the science of reading so that teachers deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension).</li> <li>● Train teachers in how to informational and literary reading standards using extended texts such as novels.</li> <li>● Train teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.).</li> <li>● Train teachers in how to establish, implement, monitor and maintain a classroom library of authentic texts.</li> <li>● Provide ongoing training to teachers on how to effectively teach informative, narrative and argumentative writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.).</li> <li>● Train teachers in how</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<p><u>Mean, How to Teach Them</u> by Jim Burke).</p> <ul style="list-style-type: none"> <li>● Purchase of contracted services to provide professional learning in the science of reading and of the training materials.</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours</li> <li>● Stipends for summer collaboration and planning for literacy instruction</li> <li>● Purchase of a comprehensive writing program</li> <li>● Purchase of a variety of text types and genres to build classroom libraries</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that</li> </ul>
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	<p>to increase students' motivation, engagement and achievement in reading and writing through choice, culture, collaboration and communication.</p> <ul style="list-style-type: none"> <li>● Support for teachers in establishing and maintaining professional learning communities.</li> <li>● Train leaders in how to evaluate instruction to determine if effective literacy instruction is being delivered.</li> <li>● Train leaders in how to implement, support and monitor a comprehensive literacy program.</li> <li>● Train leaders in how to establish and sustain a culture of literacy.</li> <li>● Build leader capacity to allocate resources in a way that supports successful implementation of literacy improvement efforts (i.e. personnel, instructional materials/resources, school funding, master schedule, etc.).</li> <li>● Professional Learning for Technology to enhance literacy instruction</li> </ul> <p><i>Tier II &amp; III Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> </ul>		<p>raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, etc.)</p> <ul style="list-style-type: none"> <li>● Funding to continue offering students access to texts during the summer months to prevent regression in reading</li> <li>● Funding to purchase intervention materials and programs</li> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to pay stipends for teachers to earn reading endorsements in the evening</li> <li>● Funding to pay stipends for teachers to attend vertical and horizontal team meetings on the weekends and/or after school</li> <li>● Funding to pay providers to bring authors to the district after a book study</li> <li>● Funding to extend and expand opportunities for more students to participate in authentic literacy experiences</li> </ul>
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	<ul style="list-style-type: none"> <li>● Train teachers in how to teach and remediate foundational reading skills at the secondary level.</li> <li>● Train teachers in how to implement small group instruction at the secondary level in order to provide targeted reading support in phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>● Train teachers in how to implement any district-selected intervention program with fidelity.</li> <li>● Train leaders in how to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders in how to create a master instructional schedule and environment that support successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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<b>Project Goal #2:</b> To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks			
<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<ul style="list-style-type: none"> <li>● Research and purchase a research based writing program and provide teachers with professional development in an intensive writing program</li> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> <li>● Train all content area teachers in discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> <li>● Noticing students’ thinking and work,</li> </ul>	<ul style="list-style-type: none"> <li>● Build a Professional Learning Library</li> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> <li>● Funding to purchase texts on disciplinary literacy to engage</li> </ul>

	<p>specific literacy practices to enhance acquisition of content knowledge and skills.</p> <ul style="list-style-type: none"> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<p>looking for evidence of application of the skills and knowledge of the discipline</p>	<p>teachers in a book study</p> <ul style="list-style-type: none"> <li>● Funding to purchase texts that outline disciplinary literacy learning activities and strategies</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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**Project Goal #3:** To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier

<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the full Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of</li> </ul>



	<ul style="list-style-type: none"> <li>● Design and implement a comprehensive assessment plan for evaluating students’ reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local testing plans to ensure that</li> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>	<p>administration, school administration and teacher leaders</p> <ul style="list-style-type: none"> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<p>various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</p> <ul style="list-style-type: none"> <li>● Funding to pay teachers’ stipends after meeting biweekly to develop, analyze and use data from short cycle assessments.</li> <li>● Funding to purchase newly adopted assessments as a result of being awarded the L4GA grant funds</li> <li>● Funding to contract services for training in the newly adopted assessments</li> </ul>
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).
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[Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx](#)

- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, *The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems Policy Paper*. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).
- *Student Assessment Inventory for School Districts*, Achieve 2014
- Wiliam, Dylan, *Embedded Formative Assessments*. Solution Tree Press, 2011.

<b>Project Goal #4:</b> To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)			
<b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Community Partners</i></p> <ul style="list-style-type: none"> <li>● Develop and implement a community based literacy program through our Parent Resource Center for families</li> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings.</li> </ul> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>● Participate in district-wide parent workshops that inform parents of how to support literacy development at home.</li> </ul> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Engage students in assessment data chats, focused on goal setting.</li> <li>● Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among</li> </ul>	<ul style="list-style-type: none"> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>● Develop systemic protocols for data chats and monitor the use in classrooms following assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>● Funding for literacy conference attendance for teachers, school and district leaders NCTE, GCTE, Reading League and Plain Talk</li> <li>● Funding for training materials to support family literacy resources, and family workshops</li> <li>● Funding to incentivize student reading and writing achievement</li> <li>● Funds for</li> </ul>

	students of reading goals.		extended learning programs
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**References**

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## MZHS School Narrative

**School Name: Mount Zion High School**

### School History

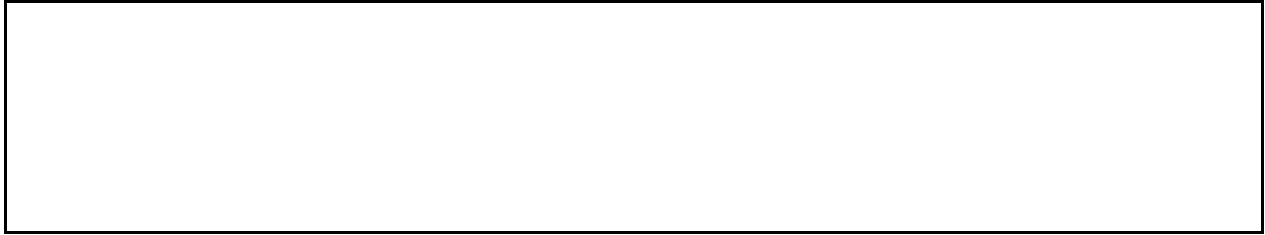
Mount Zion High School was established in 1989 in Jonesboro, Georgia. Mount Zion High School is a very diverse school that educates students from a variety of diverse backgrounds, learning styles, and socio-economics. Mount Zion High School is located in Clayton County, Georgia. There are over 1300 students enrolled at the secondary school. Based on the overall population: 72% are African American, 19% Hispanic, 3% are of two or more races, 2% White, 3% Asian, and less than 1% are either American Indian/Alaska Native or Hawaiian Native or Pacific Islander. The school is not just diverse in represented cultures, but also in its students' varied learning styles. 3% of the students are learning English, and 30% of the students possess learning disabilities. Many of the students that attend Mount Zion High School are enrolled in the free or reduced meal plans because 98% of the student population come from low-income families. The current socio-economic status and demographic population is notably different than the original enrollment. Much of the original staff that were established have either retired, pursued other careers outside of education, or have decided to teach in areas with a higher socio-economic status. Although Mount Zion confronts challenges, there are ongoing academic improvements. Staff members are aware of the school's data and the intense reality as the needs of students continue to rise. Mt. Zion High School staff will continue to remain driven, and care about the needs of the students as they celebrate the gains and growths of their continued efforts while meeting student needs.

### Administrative and Teacher Leadership Team

The administrative team works collaboratively to meet the needs of the school and ensure that school-wide procedures are operative and effective. Mt. Zion High School works through professional learning communities to increase student achievement. Within the professional learning communities administrators and teachers assess data and analyze instructional strategies to meet the needs of the students. The administrative team meets every Monday morning at 6:45 a.m. to debrief on progress from the previous week and to develop a plan to meet the current needs of the building.

### School Leadership Team

- Melvin Blocker, *Principal*
- Madalyn Wallace, *Assistant Principal*
- Harold Walker, *Assistant Principal*
- Patricia Brown- Braggs, *Assistant Principal*
- Dionne Griffin, *Academic Coach*
- Danyale Kelly, *Academic Coach*



**Community Assets**

Mount Zion High School has an active and fully operational Parent Teacher Association (PTA). The PTA holds a variety of fundraisers that support the needs of the school. Tabernacle of Praise and Mt. Zion Baptist Church has partnered with the school to increase community relationships. Tabernacle of Praise works with teachers to support emotional wellbeing. Mt. Zion Baptist Church supports students to increase coping skills through an organization FCA (Fellowship of Christian Athletes).

**Past Instructional Initiatives**

In the past, we have used several programs from the district and school level for improving our literacy achievement levels for students in grades nine through twelve. These include:, Step Up to Writing, Read180, and Language Essentials for Teachers of Reading and Spelling (LETRS) Training. Due to staff attrition, new adoptions, and job-embedded support, some of the components were not implemented consistently or with fidelity.

**Current Instructional Initiatives**

The English Language Arts Georgia Standards of Excellence is the curriculum for students in grades 9th-12th. English teachers use district created units of study, novels, and Houghton Mifflin Harcourt’s *Collections* textbook, *Performance Assessment Booklet* and *Close Reader* to support standards instruction. To enhance English Language Arts instruction, the district provided curriculum was extended to include Project-Based Learning (PBL). Through various PBL tasks, students participate in learning experiences that promote the use of their literacy skills authentically. In addition to our literacy specific initiatives, disciplinary literacy across the curriculum is a schoolwide expectation. Teachers are expected to plan with students’ literacy needs in mind, deliver lessons that require students to engage in purposeful reading, writing, speaking, and listening tasks.

Currently, to increase all high school students’ reading volume, we are using Achieve3000. Achieve3000 assists students in accelerating reading growth through informational texts. Students take an initial assessment, the Levelset, to determine their current reading level. The Lexile yielded from the Levelset assessment is used to personalize learning by offering students texts on their reading level and intuitively adjusting the complexity of texts as students engage with the program at the expected frequency and quality required to achieve growth. The Levelset is administered two to three times a year to assess students’ growth toward College and Career Readiness as indicated by their Lexile.

For ninth grade students in Tiers II and III, we implement Voyager Sopris’ *Language! Live* Reading Intervention program. The program’s curriculum teaches reading by prioritizing all five components of reading - phonemic awareness, phonics, fluency, vocabulary and comprehension.

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

To ensure that our most vulnerable students receive intensive intervention and grade-level content, they receive reading instruction in a hybrid course in which Language! Live and World Literature is taught.

**Needs Assessment & Root Cause Analysis**

The overarching need identified was the increase of research-based instructional delivery models for teaching English Language Arts skills and content. Our school would benefit from professional learning in the following areas:

- High-yield instructional strategies supported by research to greatly impact literacy achievement
- Capacity building for leaders to know how to monitor and support literacy instruction
- Knowledge of evidence-based reading interventions to support progress monitoring
- Capacity building for instructional leaders to know how to best coach and support teachers as they implement newly adopted instructional practices

Receiving this grant will enable our teachers and leaders to design, implement, support and monitor a comprehensive literacy program to include capacity building for leaders and teachers, high quality resources and materials for a summer reading program, and provide high quality instructional resources and materials that support daily core and intervention instruction.

<b>Level Lexile Trends</b>				
Mount Zion High School (Clayton) H		<b>% of students within/above Lexile Level 2017</b>	<b>% of students within/above Lexile Level 2018</b>	<b>% of students within/above Lexile Level 2019</b>
	9th Grade Lit	66	69	70
	American Lit	52	57	65

<b>English Language Arts Performance GMAS (EOC)</b>				
Mount Zion High School (Clayton) H		<b>2017 % PL+ DSL</b>	<b>2018 % PL+ DSL</b>	<b>2019 % PL+ DSL</b>
	9th Grade Lit	30.4	32	41.3
	American Lit	24.3	17.9	27.5
	Overall	27.35	24.95	34.4

**Needs Assessment/ Professional Learning**

Grant funding will address the specific needs as determined by the needs assessment conducted at the school level through surveys distributed to internal and external stakeholders. The survey revealed needs in the following areas: phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling. Mount Zion High students have limited vocabulary, language, and background knowledge, which impedes achievement in literacy and stifles acquisition of content knowledge offered in other disciplines. Students also exhibit gaps in reading fluency as well as the inability to elaborate when writing, which is evidenced by low Lexile scores and writing achievement measured by the Georgia Milestones Assessments. Funding will be used to obtain professional learning in these areas as well as instructional resources and materials that address each area. To meet the needs of each MZHS student, the principal will conduct weekly meetings with the leadership team to stay abreast of student achievement. Meeting foci are academic achievement data, research based instructional strategies, intervention program implementation, and the status of core instruction. Additionally, MZHS’ leadership team will continue to leverage community partnerships to support the school’s efforts to raise literacy achievement.

The L4GA literacy grant would provide funding for sustained, job-embedded professional learning experiences for leaders and teachers so that students may be exposed to more effective literacy instruction. The expected outcome of the grant is students being able to read and write on or above grade-level. More professional development, support, and resources as well as community-based initiatives will strengthen our literacy efforts.

<b>Mt. Zion High School CCRPI Data</b>			
<b>Subject</b>	<b>2018 (Proficient and distinguished)</b>	<b>2019 (Proficient and Distinguished)</b>	<b>Difference</b>
9 <sup>th</sup> Grade Literature	32%	42%	+10%
American Literature	18.0%	27.0%	9.0%
Algebra I	6.7%	5.7%	-1.0%
Geometry	19.4%	18.2%	-0.8%
Physical Science	14.9%	16.2%	+1.3%
Biology	34%	44%	+10%
Economics	16.1%	21.0%	4.9%



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

U.S. History	17.6%	22.6%	5.0%
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**Need for L4GA Grant**

Georgia Milestone Assessments indicates a need for improvement in instruction in the area of literacy. The table below summarizes the Georgia Milestones Assessments (GMAS) data for Mt. Zion High School’s EOC subjects. It represents a comparison of the 2018 GMAS student achievement data to the 2019 GMAS student achievement data. The information included in the table reveals the percentage of students who were categorized at the proficient and distinguished achievement levels for both school years. The table below also reveals the increases and decreases in student performance in various areas.

<b>Mt. Zion High School CCRPI Data</b>			
<b>Subject</b>	<b>2018 (Proficient and distinguished)</b>	<b>2019 (Proficient and Distinguished)</b>	<b>Difference</b>
9 <sup>th</sup> Grade Literature	32%	42%	+10%
American Literature	18.0%	27.0%	9.0%
Algebra I	6.7%	5.7%	-1.0%
Geometry	19.4%	18.2%	-0.8%
Physical Science	14.9%	16.2%	+1.3%
Biology	34%	44%	+10%
Economics	16.1%	21.0%	4.9%
U.S. History	17.6%	22.6%	5.0%

<b>Mt. Zion High School CCRPI Literacy Data</b>		
	<b>2018</b>	<b>2019</b>
Content Mastery	47.9	47.7
ELA Score	54.3	57.55
CCRPI Score	62.3	60.9

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

2018 CCRPI Scoring by Component							
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate
State Elementary	65.7	63.7	64.07	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1						
Mount Zion High School (Clayton) H	63.6	42.6	49.55	76.3	71.0	58.2	80.8
2019 CCRPI Scoring by Component							
School Name	2019 CCRPI Score	2019 Content Mastery	2019 ELA Score	2019 Progress	2019 Closing Gaps	2019 Readiness	2019 Graduation Rate
State Elementary	77.1	67.6	67.24	84.4	73.8	80.9	N/A
State Middle	72.1	66.3	66.27	80.3	50.0	82.9	NA
State High	77.00	69.4	75.22	82.1	80.0	74.5	82.6
<b>CCPS Elementary</b>	63.5	50.0	49.96	75.7	47.4	74.3	N/A
<b>CCPS Middle</b>	61.9	47.1	49.47	73.7	51.3	71.5	N/A
<b>CCPS High</b>	60.9	47.7	57.55	75.4	38.9	60.4	73.4
<b>CCPS Overall</b>	62.4						
Mount Zion High School (Clayton) H	65.9	48.4	58.73	73.1	69.7	64.5	85.2

**School Literacy Achievement Plan**

The following **school/district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the school/district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Research, Evaluation, Assessment and Accountability, Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teacher, Coordinator of Library Media Services, and School Principal.

The actions outlined in the school/district literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<p><b>6<sup>th</sup>-12<sup>th</sup></b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence for reading and writing and how to design standards-based lessons with purposeful reading and writing tasks that develop students’ literacy skills.</li> <li>● Implement appropriate strategies to help English Learners (ELs) meet English proficiency standards.</li> <li>● Implement Positive Behavior Support (PBIS) to promote</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the posted lesson agenda to ensure lessons are designed around a lesson-sized learning target</li> <li>● Analysis of teachers’ lesson plans designed</li> <li>● Formative assessments constructed to assess students’ mastery of the learning targets</li> <li>● Literacy-rich school and classroom environments (i.e.</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them</u> by Jim Burke).</li> <li>● Purchase of contracted services to provide</li> </ul>

	<p>social and emotional development and safe learning environments.</p> <ul style="list-style-type: none"> <li>● Implement an effective after school remediation program that will be specifically designed for individual learning needs.</li> <li>● Train leaders and teachers in the science of reading so that teachers deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension).</li> <li>● Train teachers in how to informational and literary reading standards using extended texts such as novels.</li> <li>● Train teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.).</li> <li>● Train teachers in how to establish, implement, monitor and maintain a classroom library of authentic texts.</li> </ul> <ul style="list-style-type: none"> <li>● Provide ongoing training to teachers on how to effectively teach informative, narrative and argumentative</li> </ul>	<p>word walls, student work samples, books and other texts, writing rubrics, etc.)</p> <ul style="list-style-type: none"> <li>● Rubrics from instructional observations</li> </ul>	<p>professional learning in the science of reading and of the training materials.</p> <ul style="list-style-type: none"> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours</li> <li>● Purchase of a comprehensive writing program</li> <li>● Purchase of a variety of text types and genres to build classroom libraries</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> </ul> <ul style="list-style-type: none"> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build</li> </ul>
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	<p>writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.).</p> <ul style="list-style-type: none"> <li>● Train teachers in how to increase students’ motivation, engagement and achievement in reading and writing through choice, culture, collaboration and communication.</li> <li>● Support for teachers in establishing and maintaining professional learning communities.</li> <li>● Train leaders in how to evaluate instruction to determine if effective literacy instruction is being delivered.</li> <li>● Train leaders in how to implement, support and monitor a comprehensive literacy program.</li> <li>● Train leaders in how to establish and sustain a culture of literacy.</li> </ul> <ul style="list-style-type: none"> <li>● Build leader capacity to allocate resources in a way that supports successful implementation of literacy improvement efforts (i.e. personnel, instructional</li> </ul>		<p>their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, etc.)</p> <ul style="list-style-type: none"> <li>● Funding to continue offering students access to texts during the summer months to prevent regression in reading</li> <li>● Funding to purchase intervention materials and programs</li> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to pay stipends for teachers to earn reading endorsements in the evening</li> <li>● Funding to pay stipends for teachers to attend vertical and horizontal team meetings on the weekends and/or after school</li> </ul> <ul style="list-style-type: none"> <li>● Funding to pay providers to bring authors to the district after a book study</li> <li>● Funding to extend and expand</li> </ul>
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	<p>materials/resources, school funding, master schedule, etc.).</p> <p><i>Tier II &amp; III Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers in how to teach and remediate foundational reading skills at the secondary level.</li> <li>● Train teachers in how to implement small group instruction at the secondary level in order to provide targeted reading support in phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>● Train teachers in how to implement any district-selected intervention program with fidelity.</li> <li>● Train leaders in how to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li>   <li>● Train leaders in how to create a master instructional schedule and environment that support successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>opportunities for more students to participate in authentic literacy experiences</p>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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<b>Project Goal #2:</b> To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks			
<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled</li> </ul>

<p><i>independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i></p>	<p>literacy serves as a vehicle for deeply learning the content of all disciplines.</p> <ul style="list-style-type: none"> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<p>to implement disciplinary literacy practices</p> <ul style="list-style-type: none"> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> <li>● Noticing students’ thinking and work, looking for evidence of application of the skills and knowledge of the discipline</li> </ul>	<p>readers and classroom novels related to the topics and themes studied within the disciplines</p> <ul style="list-style-type: none"> <li>● Funding to purchase texts on disciplinary literacy to engage teachers in a book study</li> <li>● Funding to purchase texts that outline disciplinary literacy learning activities and strategies</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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<b>Project Goal #3:</b> To implement a balanced and comprehensive assessment system that <b>monitors</b> literacy achievement at each tier			
<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the <b>full</b> Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>● Funding to pay teachers' stipends after meeting biweekly to develop, analyze and use data from short cycle assessments.</li> <li>● Funding to purchase newly adopted assessments as a result of being awarded the L4GA grant funds</li> </ul>

	<p>formative assessments.</p> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local testing plans to ensure that</li> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>● Funding to contract services for training in the newly adopted assessments</li> </ul>
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).
- *Georgia's Cycle of Continuous Improvement* <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>

- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, *The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems Policy Paper*. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).
- *Student Assessment Inventory for School Districts*, Achieve 2014
- Wiliam, Dylan, *Embedded Formative Assessments*. Solution Tree Press, 2011.

<b>Project Goal #4:</b> To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)			
<b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<i>Community Partners</i> <ul style="list-style-type: none"> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task</li> </ul>	<ul style="list-style-type: none"> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for</li> </ul>

	<p>Force Meetings.</p> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>● Participate in district-wide parent workshops that inform parents of how to support literacy development at home.</li> <li>● Conduct home visits to support parents with knowledge and skills to foster their children’s literacy development.</li> <li>● Host family nights that engage parents in activities that demonstrate the importance of job-related reading and writing proficiency.</li> <li>● Provide parents with timely data to inform them of their child’s progress.</li> </ul> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Engage students in assessment data chats. Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among students of reading goals.</li> <li>● Provide enrichment programs to foster a love for literacy.</li> <li>● Utilize multiple communication tools to connect with students</li> </ul>		<p>Classroom Instruction</p> <ul style="list-style-type: none"> <li>● Funding for conference attendance for teachers and leaders</li> <li>● Funding for training materials to support family literacy resources, books for families to build home libraries</li> <li>● Funding to incentivize student reading and writing achievement</li> </ul>
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	outside the classroom (e.g., email, school website, Remind 101 messaging, etc.)		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Awake, Lynn (2003). Kindergarten transitions: How Pre-K teachers can help. Program services paper. Raleigh, NC: North Carolina Partnership for Children.
- Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families.
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- Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to Kindergarten: Linking children, families, and schools. Charlottesville, VA:
- Let's Go to School! A Guide for Families on Kindergarten Transition Family Handbook Retrieved from the Department of Early Care and Learning January 31, 2020
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## School Narrative

<b>School Name: Rex Mill Middle Stem School</b>
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### School History:

Rex Mill Middle School opened in the fall of 2006 on two different middle school campuses while the building was under construction. In January 2007 faculty, staff, and students moved into the current building. In the 2006-2007 school year, Rex Mill Middle School housed only 6<sup>th</sup> and 7<sup>th</sup> grade, adding 8<sup>th</sup> the following school year. Rex Mill Middle School was Clayton County's first magnet school with a math and science theme. Rex Mill was also the pilot for the first 21<sup>st</sup> century classrooms in Clayton County.

In 2014, Rex Mill became the 2<sup>nd</sup> school in the state of Georgia to become state certified in STEM. The school has had four appointed principals in its 14 years of existence. The school currently serves 1300 6<sup>th</sup> through 8<sup>th</sup> grade students and is the only Georgia Department of Education STEM certified school in Clayton County.

During the 14 years, Rex Mill has faced many challenges. Being the first magnet school in the county meant Rex Mill drew students from higher socioeconomics, as well as, students who were higher performing in math and science. However, with the competition of more magnet schools in Clayton County and neighboring counties along with the explosive growth of the Rex community, student performance and the socioeconomics of the area have declined. Many of the original staff at Rex Mill left to pursue teaching in less challenging environments. Through facing these challenges, Rex Mill has continued to be the leader in offering unique educational opportunities like robotics, drones, healthcare science, internships, and advanced track of science instruction.

### Administrative and Teacher Leadership Teams:

The administrative team consists of the principal, assistant principals, STEM coordinator, and academic coach. This team meets weekly to discuss progress, challenges, and the needs of students and teachers. The team plans for curriculum implementation and track progress on school improvement plan goals. Rex Mill also has a STEM leadership team which is made up of the administrative team along with department chairs, athletic director, and other teacher leaders. These teams both work to increase the performance of students through professional learning, analyzing pertinent data, and monitoring the execution of the school improvement plan.

### Community Assets:

Rex Mill currently has a parent liaison and STEM coordinator who work to develop and maintain partnerships within the community. Recently, Rex Mill was awarded a \$10,000 grant from Project Lead The Way (PLTW) to support the needs of the ever growing STEM program.

The parent liaison works to give parents support and resources to address the academic needs of students. In addition, we have partnerships with the local churches who provide copy paper for teachers, breakfast for faculty and staff, summer basketball for students , and fall book bags and supplies for students in need.

Rex Mill has an active PTO that develops resources from the community to supply the needs of students and their families. The Rex Mill School Council meets four times a year to discuss the accomplishments, challenges, and address the concerns of the community and the school. Rex Mill also has a number of consistent volunteers and principal partners that regularly assist with chaperoning field trips, mentoring students, and helping in various ways throughout the school.

### **Past Instructional Initiatives**

Literacy has been an instructional focus and a part of the school improvement plan for the last five years. Rex Mill Middle STEM School employs a variety of instructional initiatives to help students increase their literacy abilities, and these initiatives provide students with exposure to a variety of print and digital texts. Research indicates that “it has become increasingly necessary to integrate technology and content area literacy instruction so students can develop the strategic knowledge and skills to be discipline-literate and to effectively navigate the multiple ways content area knowledge is created and communicated in the 21st century” (Ciampa, 2016, p. 295). *I-Ready* and *Myon* are digital literacy programs utilized to ensure the integration of technology and literacy to help students navigate literature in the 21st century while becoming college and career ready. In addition to these digital platforms, struggling readers take courses such as Read 180 and Language Live to help students progress beyond emergent literacy skills into the long term developmental skills that are needed to become proficient readers. In order to provide students with learning experiences that illuminate the dimensions of reading leading to life-long readers, students need reading instruction that focuses on vocabulary, comprehension, and writing which are the pillars that help develop proficient readers. Therefore, we have Focus Friday and reading comprehension morning work that are protected times where students receive opportunities to grapple with complex texts to answer comprehension questions and develop their writing skills.

### **Current Instructional Initiatives**

Literacy continues to be an instructional focus and a vital component of the school improvement plan through the implementation of digital literacy coupled with a balanced literacy approach. *I-Ready* is still utilized; however, students have opportunities to read on *I-Ready* eighty minutes a week by partnering with social studies teachers. To ensure that students are receiving the necessary instruction, lessons are assigned using common formative assessment data and Georgia Milestone data. Teachers also conduct small group instruction using *I-Ready* data to help students literacy acquisition. *Accelerated Reader* is another online reading platform students use that allows students to read leveled texts and answer comprehension questions. Additionally, there is a school wide *Level Up Reading Challenge* providing students with

opportunities to read self-selected texts and create a variety of products. Groenke and Scherff (2010) states, “teenagers’ reading habits and their out-of-school lives must matter in today’s classrooms if we don’t want to further students’ disengagement with school” (p. 2). Through the *Level Up Reading Challenge* initiative, students have the opportunity to bridge their home and school literacy which is imperative to students’ reading development. The reading challenge activities afford students reading experiences that focus on the pillars of reading aiding in the advancement of proficient reading capabilities.

Other instructional approaches are morning work that help students continuously build and expound upon basic literacy skills necessary to complete complex literacy tasks. Teachers also use RACE and Step Up to Writing to provide students with effective writing instruction. These instructional strategies provide students with weekly opportunities to practice writing constructed responses and extended writing responses. These written responses are graded using the Georgia Milestones Assessment rubrics to assess students’ abilities to analyze and synthesize information along with students’ reading comprehension, language and conventions knowledge, and vocabulary abilities.

**Describe the Needs Assessment (process, audience, identified root causes)**

Rex Mill Middle Stem School conducted a needs assessment gleaned upon Georgia Milestones Assessment data from the past three years along with teacher conferences and surveys. Students scoring at Levels 1 and 2 reveals that these students have not mastered grade level content standards and are not proficient learners; however, students scoring at Levels 3 and 4 reveal that these students have mastered grade level content standards and are proficient. The Georgia Milestones Assessment illuminates student achievement mastery in the areas of reading and vocabulary coupled with writing and language.

The tables below demonstrate that our College and Career Readiness Index scores are not consistent and are impacted by low literacy levels which also impacts other content areas. In the 16-17 school year, our CCRPI score was 64.7 and it decreased to 64.1. In the 18-19 school year, our score decreased to 56.2. Furthermore, our CCRPI data indicates that low literacy rates are impacting academic performance.

2018 CCRPI Scoring by Component							
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate



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

State Elementary	65.7	63.7	64.07	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1						
Rex Mill Middle		49.9	52.19	72.3	60.7	73.8	N/A

2019 CCRPI Scoring by Component

School Name	2019 CCRPI Score	2019 Content Mastery	2019 ELA Score	2019 Progress	2019 Closing Gaps	2019 Readiness	2019 Graduation Rate
State Elementary	77.1	67.6	67.24	84.4	73.8	80.9	N/A
State Middle	72.1	66.3	66.27	80.3	50.0	82.9	NA
State High	77.00	69.4	75.22	82.1	80.0	74.5	82.6
<b>CCPS Elementary</b>	63.5	50.0	49.96	75.7	47.4		N/A
<b>CCPS Middle</b>	61.9	47.1	49.47	73.7	51.3	71.5	N/A
<b>CCPS High</b>	60.9	47.7	57.55	75.4	38.9	60.4	73.4
<b>CCPS Overall</b>	62.4						
Rex Mill Middle School (Clayton) M	56.2	49.1	51.64	66.0	26.7	71.8	N/A

CCRPI Trends

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

Rex Mill Middle School (Clayton) M	<b>2017 CCRPI</b>	<b>2018 CCRPI</b>	<b>2019 CCRPI</b>
	64.7	64.1	56.2

**Needs Assessment Professional Learning Needs** (connect PL to needs assessment root causes)

Rex Mill Middle School (Clayton) M		<b>% Within/Above Lexile Level 2017</b>	<b>% Within/Above Lexile Level 2018</b>	<b>% Within/Above Lexile Level 2019</b>
	Grade 6	56	51	45
	Grade 7	66	64	66
	Grade 8	74	63	63

<b>English Language Arts Performance GMAS</b>				
Rex Mill Middle School (Clayton) M		<b>2017 % PL+ DSL</b>	<b>2018 % PL+ DSL</b>	<b>2019 % PL+ DSL</b>
	Grade 6	36.5	29.5	30.5
	Grade 7	30.4	32.0	23.6
	Grade 8	33.3	28.6	35.7
	Overall	33.4	30.0	29.9

The aforementioned Georgia Milestones Assessment data shows that each year our students that are considered to be on grade level fluctuates. In the 2017 school year, 63.5 % of Grade 6, 69.6% of Grade 7, and 66.7 % of Grade 8 failed to achieve proficiency levels in ELA. In the 2018 school year, 70.5% of Grade 6, 68% of Grade 7, and 71.4% of Grade 8 failed to achieve proficiency levels in ELA. Therefore, the data from these two school years demonstrates there was a decrease in students that were proficient in ELA. Also, the 2018 school year proves there was an increase in Grade 6 and Grade 8 but not Grade 7. Hence, the data shows inconsistency in literacy achievement that must be addressed to ensure that students are successful in all content areas. Based upon the aforementioned data, the administrative team developed the “Closing the Gap Attack” to dramatically decrease the performance gap and improve the performance of special education students, English Language Learners, and white students through instructional support and climate/cultural activities. With the LAGA Grant, there are several components that can be added to the “Closing the Gap Attack” to ensure that

academic success ensues.

### **Describe the Need for the L4GA Grant (include data charts and narrative of how the funding will be used)**

Student achievement in the area of reading on the Georgia Milestones Assessment demonstrates the need for more professional development opportunities teaching middle school teachers how to provide effective literacy instruction. Cooper, He, and Levin (2011) states, "...professional development can and should be a catalyst for transformative practices..." (p.157). Professional developments are important to ensure that educators and literacy leaders are continuously growing which leads to the growth of student achievement. In addition to providing teachers with professional development, professional development will be provided to the administrative team to help develop more literacy leaders. Also, our data purports a need for a Literacy Coach or Reading Specialist. Adding a Literacy Coach or Reading Specialist to the administrative team will be useful because this individual has the necessary expertise to assist students and provide professional development to staff. Moreover, a Literacy Coach or Reading Specialist can focus specifically on literacy and our current academic coach can continue to focus on instructional practices across all content areas. Measurable outcomes include lesson plans, common formative assessment data, I-Ready diagnostic data, and number of professional developments.

We will continue to keep our 70 minute blocks, but we will implement specific days to focus on reading instruction where students have opportunities to read texts that are culturally responsive and of high interest to students. According to research, "teachers can also enhance learning by recognizing and building those not traditionally recognized in schools" (Wepner, Strickland, Quatroche, 2014, p.171). By providing students with opportunities to read texts that are culturally responsive and of high interest, this will help us meet the goals of our "Closing the Gap Attack" which has a specific focus on English Learners and Exceptional Students. For instance, culturally responsive texts can include dual language books which will help our subgroups feel represented within the school environment. Measurable outcomes include lesson plans, common formative assessment data, I-Ready data, Map Growth data, and Access Testing data.

Fostering positive relationships with stakeholders is an important component to increase literacy rates. It is imperative for students to connect their home literacy and their school literacy, as well as, their community literacy. We currently host curriculum nights and have a parent resource room providing parents with literacy resources. In addition to these events, we will work with community partners to host monthly literacy events where parents can receive literacy resources. These events will teach parents literacy activities and strategies they can use at home to assist their scholars. Research notes, "...because parents are different, tasks and activities must be compatible with their capabilities" (Edwards, 2009, p.83). Therefore, we must continue to offer an array of events to include parents that meet their involvement needs. Measurable outcomes include the number of community events, the number of parent

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

workshops, the number of meetings, surveys, the number of students completing the reading challenge, and the number of minutes students read on *I-Ready*.

**Resources / Supports Needed by Tier - Be sure to connect to needs assessment. (Opening Frame: Our school will utilize the L4GA Grant to address the following needs....)**

Tier I

- To order high interest leveled libraries for each classroom that include novel sets.
- To build a professional learning library
- To order technology to enhance literacy instruction
- To pay stipends for summer collaboration and planning for literacy instruction
- To fund requested professional learning experiences that allow teachers to enhance their understanding of how to effectively teach the reading process. This would require money for registration, travel, and subs to cover classes.

Tier II

- Research and purchase a research based reading and writing program that provides more explicit instruction in reading and writing development. Also, provide teachers with the necessary professional development to implement the program.
- Community based literacy programs through our parent resource center.

Tier III

- Funds for extended learning programs and afterschool programs.

**School Literacy Achievement Plan Components**

**Overall District Literacy Goals:**

**Overarching Literacy Goals:**

- By 2023, increase the percentage of K-1st grade students reading on or above grade level to 90%.

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

- By 2023, increase the percentage of 2nd -12th grade students reading on or above grade level to 80%.
- By 2023, increase the percentage of K-12th grade students writing on or above level to 80%.

**Essential Literacy Components:**

1. Implement a rigorous, relevant, and aligned PK-12 English Language Arts curriculum that is assessed and evaluated regularly to ensure alignment to state standards.
2. Implement and monitor the use of evidence-based disciplinary literacy practices across all subjects and levels.
3. Implement and monitor evidence-based intervention literacy programs.
4. Offer continuous professional development resulting in high levels of quality literacy instruction.
5. Engage multiple stakeholder groups in activities and outreach that support accountability and collaboration.

<b>Literacy Component #1: Implement a standards-based Language Arts core curriculum</b>			
<b>Objective</b>	<b>Who's Responsible</b>	<b>Actions</b>	<b>Evidence of Practices and Success</b>
Ensure that all teachers are effectively implementing the Language Arts core curriculum to increase Content Mastery		Tier I Actions  Tier II / III Actions	

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

### **School History**

Mount Zion Primary is located in a suburban community within North Clayton County, Georgia. The school is located in Jonesboro, which is the county seat of Clayton County. We currently have 640 students enrolled in grades pre-kindergarten through second grade.

The city of Jonesboro, population 4,724 as of the 2010 census, is a close knit community that has increased in population by 57.80% since 2000. The residents of the city of Jonesboro are comprised of the following ethnicities: approximately 31.4% Caucasian, 57.4% African American, 7.2% Hispanic, 2.1% Asian, 0.04% American Indian, 1.2% Native Hawaiian/Pacific Islander and 1.8% identified as other. A recent survey shows that 81.3% of Jonesboro’s residents speak English at home and 23.7% of residents speak Spanish at home. As of 2010, 15.7% of the residents’ income was considered to be living in or below poverty level. Currently, the unemployment rate in the community is over 11%. Mount Zion Primary is one of the most transient schools in the district and has a large population of homeless students.

### **Administrative and Teacher Leadership Team**

The Mount Zion Primary’s Literacy for Learning, Living, and Leading Leadership team is comprised of the Administrative, Leadership, Better Seeking, and School Improvement teams. Each team meets collectively and independently to review and monitor the progress in reaching the goals of the School Improvement Plan.

<b>Mount Zion Primary’s Literacy for Learning, Living, and Leading (L4) GA Grant Leadership Team</b>	
<b>Name</b>	<b>Position</b>
Enika Bryant	Principal
Tonya Pugh	Assistant Principal
Dr. Lynette Hadley	Academic Coach
Cassandra Hairston	EIP Chair
Edna Dudley	ELA Content Lead
Tikeya Banks	Kindergarten Teacher
Demetria Anderson	Science Content Lead

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

Kristin Miller

Media Specialist

### **Community Assets**

Mount Zion Primary has numerous community assets. Mount Zion Primary has an active School Council which serves as an advisory to the Principal; a Parent Teacher Organization which supports student/ teacher and community connections; an in-house Title 1 Parent Liaison who assists in bridging community and school efforts. We also have school partners such as OutTeach who empower teachers and students to go outside teacher expectations by taking learning outdoors; Kaiser Permanente who support and fund garden learning; Chick-fil-A who will, as often as possible, provide nourishment for our families and Papa Johns, who provide student incentives for achieving students.

We also partner with smaller community based organizations that foster social/life skills and exposure to the arts for our young learners. Additionally, these organizations support ongoing school initiatives such as Kindergarten Transition with our neighboring ChildCare Centers.

### **Past Instructional Initiatives**

Mount Zion Primary School has utilized numerous instructional initiatives and best practices to increase student reading performance. Our past instructional initiatives include:

- ❖ Individual Student Fluency Data Tracking Folders
- ❖ Homeroom Data Tracking Charts
- ❖ 100 Books Reading Campaign
- ❖ Readbox Book Gifting Literacy Station
- ❖ Accelerated Reader Computer-Based Reading Program
- ❖ Star Reading
- ❖ Winter and Spring Interventions

### **Current Instructional Initiatives**

Currently Mount Zion Primary is utilizing the following instructional initiatives and best practices:

- ❖ Studies Weekly Integrated Reading and Social Studies
- ❖ 100 Book Campaign
- ❖ Accelerated Reader (Second grade only)
- ❖ i-Ready
- ❖ DIBELS
- ❖ Individualized Lexile Monitoring and Growth Goal Conferences
- ❖ Readbox Book Gifting Literacy Station
- ❖ Imagine It! Reading Program
- ❖ Imagine Learning English to Speakers of other Languages Program
- ❖ Words2Reading(Pre-K)

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

- ❖ Cox Campus-The Rollins Center of Atlanta Speech School (Pre-K)

**Describe the Needs Assessment (process, audience, identified root causes)**

Mount Zion Primary’s Administrative, Leadership, Better Seeking, and School Improvement teams collectively and independently reviewed school-wide summative and formative data to determine existing trends and patterns in student achievement. The greatest need identified by the team included students not reading proficiently by the end of second grade and the growth of reading achievement.

2018 CCRPI Scoring by Component								
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2019 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate
State Elementary	65.7	63.7	64.07	67.24	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	66.27	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	75.22	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	49.96	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	49.47	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	57.55	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1							
Mount Zion Primary	46.6	41.9	34.48	38.42	77.9	20.8	70.8	N/A

2019 CCRPI Scoring by Component						
	2019 CCRPI Score	2019 Content Mastery	2019 Progress	2019 Closing Gaps	2019 Readiness	2019 Graduation Rate
State Elementary	77.1	67.6	84.4	73.8	80.9	N/A
State Middle	72.1	66.3	80.3	50.0	82.9	NA
State High	77.00	69.4	82.1	80.0	74.5	82.6
<b>CCPS Elementary</b>	63.5	50.0	75.7	47.4	74.3	N/A
<b>CCPS Middle</b>	61.9	47.1	73.7	51.3	71.5	N/A
<b>CCPS High</b>	60.9	47.7	75.4	38.9	60.4	73.4
<b>CCPS Overall</b>	62.4					



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

Mount Zion Primary	68.8	46.7	87.0	100.0	69.9	N/A
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<b>DIBELS</b> <b>% At/Above Benchmark</b>				
	2016	2017	2018	2019
Kindergarten		88%	82%	78%
First Grade		56%	53%	54%
Second Grade	53%	62%	57%	---

<b>GKIDS English Language Arts Performance: % Demonstrating and Exceeding</b>				
Mount Zion Primary School (Clayton) E	Components	2017 % Demonstrating and Exceeding	2018 % Demonstrating and Exceeding	2019 % Demonstrating and Exceeding
	Reading	66	64.8	73.7
	Writing	52.2	30	36
	Speaking and Listening	63.1	62.1	59
	Language	49.5	49.2	47.8
	ELA Total	59.4	55.4	60.2

<b>ACCESS for ELLs 2.0</b> <b>% at each Performance Categories</b>			
	2017	2018	2019
Kindergarten			
Entering	67	49	56
Emerging	15	21	9
Developing	12	23	27
Expanding	6	8	9

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

Bridging	0	0	0
Reaching	0	0	0
First Grade			
Entering	0	3	0
Emerging	22	38	23
Developing	57	49	68
Expanding	14	8	9
Bridging	3	0	0
Reaching	0	0	0
Second Grade			
Entering	0	0	0
Emerging	21	27	18
Developing	69	49	64
Expanding	7	22	15
Bridging	3	0	0
Reaching	0	0	0

**Needs Assessment Professional Learning Needs (connect PL to needs assessment root causes)**

Through school-wide data analysis, classroom observations, and formal and informal conferences, it has been determined that more specific and intentional professional learning is needed to increase student performance in reading and writing.

Mount Zion Primary certified and classified staff **would greatly benefit from professional learning in the following areas of explicit instruction:**

- ❖ Writing
- ❖ Phonemic Awareness
- ❖ Vocabulary
- ❖ Phonics
- ❖ Comprehension
- ❖ Fluency
- ❖ Phonological Awareness

**Describe the Need for the L4GA Grant (include data charts and narrative of how the funding will be used)**

Mount Zion Primary School would greatly benefit from the L4GA literacy grant. The funding would be used to increase school personnel, professional learning, and instructional resources. As evidenced by the data in the

School/Center Literacy Plans (to be completed by each school and/or early care center involved) tables below, many of our students demonstrate low levels of literacy. While students make consistent gains throughout the year, they are often still performing below grade level at the end of the year. The L4GA literacy grant would provide additional personnel, resulting in decreased class sizes, allowing for more targeted and individualized instruction. Intentional professional learning opportunities for staff would enhance instructional practices. More tailored resources for students would increase literacy instruction. The anticipated result of this funding would be students reading and writing on grade level.

Our school will utilize the L4GA Grant to address the following needs based on the following tiers:

Tier I instructional:

- ❖ Training for teachers that supports literacy: phonological awareness, phonemic awareness, phonics instruction, vocabulary instruction, and teaching writing.
- ❖ Integrate appropriate text comprehension strategies into instruction in all discipline areas (i.e., inferencing, predicting, self-questioning, summarizing, graphic organizers, etc.).
- ❖ Implement research-based delivery models across all content areas to support student learning of the standards.
- ❖ Funding for additional Literacy materials: decodable books (focus on phonics for skill application), leveled readers for guided reading, writing materials, USB headphones with microphones, ebooks, QR code readers

Tier II Student Support Needs:

- ❖ Funding for professional development for teachers and leaders to deal with students who have experienced early childhood trauma/crisis
- ❖ Support for teachers and leaders to handle student social/emotional issues
- ❖ Partner with outside agencies to meet the needs of the students
- ❖ Extended learning (after school tutoring and summer school)

Tier III School Community Support:

- ❖ Parent training around literacy skills specific to each grade level and their role in supporting the students at home.
- ❖ Community collaborations around social/emotional support for students.
- ❖ Provide Parent Academy to support the Dual Language Community
- ❖ A community wide program to increase literacy skills for students prior to school entry.

### **School/District Literacy Improvement Plan**

The following **school/district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Research, Evaluation, Assessment, and Accountability, Coordinator of Early Learning, Coordinator of English Language Arts (K-5<sup>th</sup>), Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teachers, and Coordinator of Library Media Services. The actions outlined in the system literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation

School/Center Literacy Plans (to be completed by each school and/or early care center involved) plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p align="center"><b>B-PK</b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement early literacy instruction (phonological awareness, comprehension, fluency, vocabulary, emergent writing, and concepts of print).</li> <li>● Administer early literacy assessments (Work Sampling Online, Phonological awareness Literacy Screening(PALS), Peabody Picture Vocabulary Test(PPVT) to determine student growth.</li> <li>● Provide targeted professional development to principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Acquire additional literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Use monitoring tools to collect data on the fidelity of the implementation Georgia Early Learning and Developmental Standards (GELDS).</li> <li>● Establish timelines for the administration of Early Literacy assessments.</li> <li>● Determine effectiveness of early literacy instruction through the use of Instructional Quality Guides (IQ) and early literacy observational checklists.</li> <li>● Increase the use of the Coaching Cycle with struggling teachers through the tiered level of support.</li> <li>● Provide on-going professional</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for purchasing Early Literacy Assessments and assessment training sessions</li> <li>● Funding for Intervention Resources and Materials</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference,</li> </ul>

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

	<p>resources for Pre-K classrooms, ChildCare Centers, and Community Partners.</p> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement Response to Intervention (RTI) to increase support and resources.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> </ul>	<p>development sessions.</p> <ul style="list-style-type: none"> <li>● Conduct professional learning needs survey for principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Provide follow-up professional development and technical assistance based on data.</li> <li>● Monitor protocols for referrals to tiered interventions based on screenings, progress monitoring, and the learning domains addressed.</li> </ul>	<p>Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p>
	<p><b>Kdg.-2nd</b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence</li> <li>● Develop standards-based and literacy-based lessons.</li> <li>● Train teachers in how to effectively teach information, narrative, and opinion writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.)</li> <li>● Train leaders and teachers in the science of reading so that they deeply understand the five components of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the effectiveness of written lesson plans designed around lesson-sized learning targets.</li> <li>● Increase the use of the coaching cycle with struggling teachers through the tiered level of support.</li> <li>● Standards and learning targets posted in the classroom.</li> <li>● Formative assessments constructed to assess students' mastery of the learning targets.</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, interactive literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</u> by Jim Burke and Sharon Taberski.</li> <li>● <u>The Common Core Companion: Booster Lessons, Grades K-2</u> by Janiel Wagstaff</li> <li>● Funding for substitute teachers to provide classroom coverage during job-embedded training.</li> <li>● Funding for</li> </ul>

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

	<p>to implement this knowledge when identifying and supporting students' reading deficits.</p> <ul style="list-style-type: none"> <li>● Use "Read Alouds" to promote a love of reading, teach print and writing concepts, build background knowledge, model effective reading, and provide an exemplar for a genre of writing.</li> <li>● Use oral language, visuals, and read alouds to provide grade appropriate instruction that can be incorporated during the reading block.</li> <li>● Implement instructional strategies that support the development of phonological and phonemic awareness skills.</li> <li>● Implement instructional strategies that support the development of phonics skills for teaching reading and spelling.</li> <li>● Differentiate and scaffold instructional methods to meet the needs of students.</li> <li>● Progress monitor student performance to inform instructional next steps.</li> <li>● Create technology infused instruction to increase student engagement and understanding.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers to teach and remediate foundational reading skills.</li> <li>● Train teachers to</li> </ul>	<p>notebooks, books and other texts, writing rubrics, etc.)</p> <ul style="list-style-type: none"> <li>● Rubrics from instructional observations</li> </ul>	<p>additional Literacy materials: decodable books (focus on phonics for skill application), leveled readers for guided reading, writing materials, USB headphones with microphones, ebooks, QR code readers</p> <ul style="list-style-type: none"> <li>● Funding for stipends to support Saturday training</li> <li>● Funding to purchase professional learning training sessions</li> <li>● Funding for intervention resources and materials</li> <li>● Funding for conference attendance for teachers and district leaders</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers' contractual hours.</li> <li>● Funding for the purchase of a comprehensive writing program</li> <li>● Funding for the purchase of a variety of text types and genres to build classroom libraries at all levels</li> <li>● Funding to purchase core reading and</li> </ul>
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School/Center Literacy Plans (to be completed by each school and/or early care center involved)

	<p>implement small group instruction to target and support reading deficits in phonemic awareness, phonics, fluency, vocabulary and comprehension of literature and informational text.</p> <ul style="list-style-type: none"> <li>● Train teachers to implement the district-selected intervention program with fidelity.</li> <li>● Train leaders to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders to create an instructional schedule and environment that supports successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>writing instructional materials</p> <ul style="list-style-type: none"> <li>● Funding for professional development for teachers and leaders to deal with students who have experienced early childhood trauma/crisis</li> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, ILA, etc.)</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Adams, M. J. (1998). Learning about print: The first steps. In *Beginning to read: thinking and learning about print* (pp. 333-374). Cambridge, Mass.: MIT Press.

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

- Blevins, W. (1999). Phonemic awareness activities for early reading success: Easy, playful activities that help prepare children for phonics instruction. New York: Scholastic.
- Cairney, T. (1997). Acknowledging diversity in home literacy practices: Moving towards partnerships with parents. *Early Child Development and Care*, 127–128, 61–73.
- Florida Center for Reading Research. (n.d.). FCRR partners with Irish tech firm SoapBox for child literacy project. Retrieved from <http://www.fcrr.org/>
- Georgia Early Learning and Development Standards, Retrieved from Department of Early Care and Learning, January 27, 2020
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- National Reading Panel. (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
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School/Center Literacy Plans (to be completed by each school and/or early care center involved)

**Project Goal #2:** To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks

<p><b>Objective #2</b>  <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i></p>	<p><b>Actions/Activities</b></p>	<p><b>Evidence of Implementation</b>  <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b>  <i>How will the grant funding be used to support the system’s literacy implementation plan?</i></p>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> <li>● Noticing students’ thinking and work, looking for evidence of application of the skills and knowledge of the discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> <li>● Funding to purchase texts on disciplinary literacy to engage teachers in a book study</li> <li>● Funding to purchase texts that outline disciplinary literacy</li> </ul>

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

			learning activities and strategies
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Lent, R. L. C. (2016). *This is disciplinary literacy: reading, writing, thinking, and doing ... content area by content area*. Thousand Oaks: Corwin Literacy.
- Lent, R. L. C., & Voigt, M. (2019). *Disciplinary literacy in action: how to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA: Corwin

**Project Goal #3:** To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier

<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the <b>full</b> Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local testing plans to ensure that</li> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>● Funding to pay teachers' stipends after meeting biweekly to develop, analyze and use data from short cycle assessments.</li> <li>● Funding to purchase newly adopted assessments as a result of being awarded the LAGA grant funds</li> <li>● Funding to</li> </ul>

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

	<p>administration will analyze data to determine successes and areas where adjustments are needed.</p> <p><i>Act:</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		<p>contract services for training in the newly adopted assessments</p>
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin (2016).
- *Georgia's Cycle of Continuous Improvement* <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>
- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, *The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems Policy Paper*. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).
- *Student Assessment Inventory for School Districts*, Achieve 2014
- Wiliam, Dylan, *Embedded Formative Assessments*. Solution Tree Press, 2011.

**Project Goal #4:** To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)

<p><b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i></p>	<p><b>Actions/Activities</b></p>	<p><b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i></p>
	<p><i>Community Partners</i></p> <ul style="list-style-type: none"> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings.</li> <li>● Partner with ChildCare Centers to provide resources for early literacy development.</li> <li>● Provide professional learning opportunities for child care providers in collaboration with district preschool providers for early literacy development.</li> </ul> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Partner with Parents of Early Learners (Birth-Five) to provide resources for early literacy development, social and emotional development, and school readiness.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> <li>● Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>● Participate in district-wide</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a chart mapping of community resources for childcare centers.</li> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>● Evaluate screening tools to ensure appropriateness for students identified with early learning delays.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference, Georgia Association for the Education of Young</li> </ul>

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

	<p>parent workshops that inform parents of how to support literacy development at home.</p> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Create Pre-K to Kindergarten Student Early Readiness Profile.</li> <li>● Participate Kindergarten Transition Activities(Child to Child, Child to School, and Child to Community)</li> <li>● Engage students in assessment data chats.</li> <li>● Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among students of reading goals.</li> </ul>		<p>Children, I Teach Pre-K, National Association for the Education of Young Children</p> <ul style="list-style-type: none"> <li>● Funding for training materials to support family literacy resources, books for families of birth to five learners, literacy kits, ages and stages, developmental delays, school transition, kindergarten readiness, and family workshops</li> <li>● Funding to incentivize student reading and writing achievement</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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- Bohan-Baker, M., & Little, P. M. D. (2004). The transition to Kindergarten: Review of current research and promising practices to involve families. Cambridge, MA: Harvard Family Research Project.
- Ewen, D., Matthews, H., & Mezey, J. (2005). Missed opportunities? The possibilities and challenges of funding high-quality preschool through Title I of the No Child Left Behind Act. Washington, D.C.: Center for Law and Social Policy.
- Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to Kindergarten: Linking

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

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- Let's Go to School! A Guide for Families on Kindergarten Transition Family Handbook Retrieved from the Department of Early Care and Learning January 31, 2020
- University of Virginia, National Center for Early Development & Learning.

## School Narrative

**School Name: Eddie J. White Elementary Academy**

### School History

Eddie J. White Elementary Academy was established in 2018 from the former Eddie J. White K-8 Academy. After eight years, Eddie J. White K-8 Academy was dissolved to create Eddie J. White Elementary and Middle Academies. Eddie J. White K-8 Academy (EWA) opened Fall 2010 in the southernmost “Panhandle” community of Clayton County, Georgia. EWA was a Title I school. Enrollment for the inaugural 2010-2011 school year was approximately 1500 students. The student population consisted of 48% females, 52% males; 82% economically disadvantaged; EWA had an average enrollment of 1400 students each year with approximately 700 Kindergarten through fifth (5th) and 700 sixth (6th) through eighth (8th) students Fall 2010 - Spring 2018, respectively. Citing a lagging and decreasing College and Career Ready Performance Index (CCRPI) in comparison with surrounding elementary schools, the decision was made to have grades K - 5 operate as a separate school. Eddie J. White Elementary Academy opened Fall 2018 with more than 700 Kindergarten through Fifth (5th) grade students. The state report for 2018-2019 describes our population of 720 students as 48% females and 52% males made up of 77% Black, 17% Hispanic, 2% Asian, 2% Multiracial and 1% White students. Just as prior to the dissolution, Eddie J. White Elementary Academy (EWE) is a Title I school. All students enrolled at EWE receive free breakfast and lunch through the Community Eligibility Provision Program.

### Administrative and Teacher Leadership Team

NAME	POSITION/ROLE
Marcia Payton	Principal
Karisa Walker	Assistant Principal
Sha-li Perkins	5th Grade Lead Teacher
Kenyatta York	4th Grade Lead Teacher
Robert El	3rd Grade Lead Teacher
Jeri Wyre	2nd Grade Lead Teacher
Abena Olugbala	1st Grade Lead Teacher



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

Tesha Treasure	Kindergarten Lead Teacher
Dorinda Little	Gifted Lead Teacher
Jessica Weaver	DES Lead Teacher
Shara Allen	EIP Lead Teacher
Gwendolyn Strother	Electives Lead Teacher
Nikiya Boyd	School Counselor
Giovanna Alston	Parent Liaison

### **Community Assets**

- Georgia Passion Realty (EWE partner in education)
- Parent Teacher Association
- Local School Council
- Papa John's
- Chick-fil- A

### **Past Instructional Initiatives**

- Accelerated Reader
- Success Maker
- myON
- Reading Mastery
- Corrective Reading

### **Current Instructional Initiatives**

- iReady
- iXL
- DIBELS

### **Describe the Needs Assessment**

One of the root causes identified by the team was getting the students to read and perform on or above their assigned grade level. Also there is a need for teachers to be properly trained and supported to provide literacy instruction. Some of the main root causes we identified are:

- Implementation of the ELA instructional framework across grade levels
- Identification and implementation of research-based practices in the teaching of reading

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

- and reading foundational skills
- Not having an Academic Literacy Facilitator to focus solely on literacy needs of teachers and students
- Consistently using High Impact Strategies daily
- Effectively teaching evidenced based writing
- Students lacking foundational skills for grade level literacy

**Overall Georgia Milestones Assessment Performance:**

Data from 2019 Georgia Milestones Assessment shows that 27% of students scored at the Proficient and Distinguished levels on the ELA assessments, 26% of students scored at the Proficient and Distinguished Levels on the Math assessments, 18% of students scored at the Proficient and Distinguished Levels on the Science and 10% of the students scored at the Proficient and Distinguished Levels on the Social Studies assessments. The data shows we still have over 50% or more of the students in every discipline scoring within the Beginning and Developing Learner Levels. The gap in performance for our students with disabilities and English learners on the GMAS is large as shown in the chart below, and we have a goal to decrease that gap. We will continue to identify and implement best teaching and learning practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in all content areas.

<b>GKIDS English Language Arts Performance: % Demonstrating and Exceeding</b>				
Eddie White Academy (Clayton) E	Components	2017 % Demonstrating and Exceeding	2018 % Demonstrating and Exceeding	2019 % Demonstrating and Exceeding
	Reading	83.5	75.5	69
	Writing	44	71.8	48.8
	Speaking/Listening	89	86.3	63.5
	Language	76.9	61.5	55.8
	ELA Total	76.3	71.8	62.5

<b>English Language Arts Performance GMAS</b>				
Eddie White Academy (Clayton) E		2017 % PL+ DSL	2018 % PL+ DSL	2019 % PL+ DSL
	Grade 3	20.8	23.1	23.6

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

	Grade 4	17.3	31.0	27.6
	Grade 5	26.0	20.8	31.5
	Overall	21.4	25.0	27.6

English Language Arts Performance GMAS				
Eddie White Academy (Clayton) E		2017 % PL+ DSL	2018 % PL+ DSL	2019 % PL+ DSL
	EL	0	7	3
	SWD	4.3	0	6

### Retention Rate

Less than 2% of the students at Eddie J. White Elementary Academy are retained in their current grade level.

### Student Attendance

Student daily average attendance rate varied between 95% and 96% during the 2018-2019 school year. During the 2019-2020 school year an attendance plan has been developed and implemented by the Attendance Team to address attendance issues at the school.

### Teacher Attrition Rate

Less than 5% of teachers left Eddie J. White Elementary Academy for reasons other than teacher retirement.

### Disciplinary Infractions

There was a decrease in the assignment of OSS. A school-wide behavior plan was introduced to reduce the number of referrals. EWE was in its 5th year of implementation of Positive Behavioral Intervention Supports (PBIS) and will continue with the program during the 2019-2020 school year.

### Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Reading data reflects that in lower grades, 35% or more of the students lack grade level fluency and comprehension. The deficit areas are focused around vocabulary and non-fiction text familiarity.

### Needs Assessment Professional Learning Needs:

At Eddie White Elementary, thirty-seven percent of third, fourth, fourth, and fifth graders are reading on Lexile level according to the 2019 Georgia College and Career Readiness Index. The following needs have been identified to ensure teachers are trained properly and supported to

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

provide literacy instruction. Professional needs are as follows:

- Implementation of the ELA instructional framework across grade levels
- Explicit Vocabulary Instruction
- Small Group Individualized Instruction
- Differentiated Literacy Activities
- Identification and implementation of research-based practices in the teaching of reading and reading foundational skills such as Phonemic Awareness
- Full-Time Academic Literacy Coach to support literacy needs of teachers and students
- Implementing High Impact Strategies
- Effectively teaching evidenced based writing
- Student Writing Conferencing
- Early Literacy Remediation Strategies

### **Describe the Need for the L4GA Grant**

Eddie J. White Elementary Academy would benefit from L4GA Literacy Grant to increase professional development opportunities, school personnel to support teachers' instructional skills related to literacy and instructional resources. The tables below will show our student performance data over the last 3 years. They will show the percentage of students who are at the proficient and distinguished level as evidenced by GMAS, as well as, their Lexile levels. The data indicates that a large percentage of our students are experiencing deficits related to English Language Arts, acquisition of literacy skills, and/or reading foundational skills. As such, obtaining the L4GA Literacy Grant would support efforts to alleviate academic deficiencies and increase teachers professional knowledge related to literacy.

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

	2018 CCRPI Scoring by Component							
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2019 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate
State Elementary	65.7	63.7	64.07	67.24	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	66.27	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	75.22	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	49.96	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	49.47	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	57.55	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1							
Eddie White Academy (Clayton) E	65.7	43.3	46.92	48.3	81.4	62.5	74.2	N/A

	2019 CCRPI Scoring by Component						
School Name	2019 CCRPI Score	2019 Content Mastery	2019 Progress	2019 Closing Gaps	2019 Readiness	2019 Graduation Rate	
State Elementary	77.1	67.6	84.4	73.8	80.9	N/A	
State Middle	72.1	66.3	80.3	50.0	82.9	NA	
State High	77.00	69.4	82.1	80.0	74.5	82.6	
<b>CCPS Elementary</b>	63.5	50.0	75.7	47.4	74.3	N/A	
<b>CCPS Middle</b>	61.9	47.1	73.7	51.3	71.5	N/A	
<b>CCPS High</b>	60.9	47.7	75.4	38.9	60.4	73.4	
<b>CCPS Overall</b>	62.4						
Eddie White Academy (Clayton) E	69.3	45.5	78.1	88.9	74.8	N/A	

Level Lexile Trends				
District Avg (Clayton) E		% of students on Lexile XXX 2017	% of students on Lexile XXX 2018	% of students on Lexile XXX 2019
	Grade 3	58	57	61
	Grade 4	46	52	49
	Grade 5	59	59	61

English Language Arts Performance GMAS				
Eddie White Academy (Clayton) E		2017 % PL+ DSL	2018 % PL+ DSL	2019 % PL+ DSL
	Grade 3	20.8	23.1	23.6
	Grade 4	17.3	31.0	27.6
	Grade 5	26.0	20.8	31.5
	Overall	21.4	25.0	27.6

**Resources / Supports Needed by Tier**

Tier I

Eddie J. White Elementary will utilize the LAGA Grant to address the needs of our school by using the funds to purchase leveled Guided Reading books for our K-2 students to use in class for additional support in reading comprehension and phonetics. We also would like to purchase novel sets for our third, fourth, and fifth grade students.

Tier II

Eddie J. White Elementary will utilize the LAGA Grant to address the needs of our students by using the funds to provide Professional Development for all teachers to implement explicit instruction.

Tier III

Eddie J. White Elementary will utilize the LAGA Grant to address the needs of our school by using the funds to recruit and hire a literacy coach and a Reading Specialist for more individualized support outside of the Early Intervention Program (EIP).

**Literacy Improvement Plan**

The following **leaders will be responsible** for coordinating, supporting and monitoring the

actions and activities outlined in the district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Research, Evaluation, Assessment and Accountability, Coordinator of Early Learning, Coordinator of English Language Arts (K-5<sup>th</sup>), Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teachers, and Coordinator of Library Media Services. The actions outlined in the system literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><b>B-PK</b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement early literacy instruction (phonological awareness, comprehension, fluency, vocabulary, emergent writing, and concepts of print).</li> <li>● Administer early literacy assessments (Work Sampling Online, Phonological awareness Literacy Screening(PALS), Peabody Picture Vocabulary Test(PPVT) to determine student growth.</li> <li>● Provide targeted professional development to</li> </ul>	<ul style="list-style-type: none"> <li>● Use monitoring tools to collect data on the fidelity of the implementation Georgia Early Learning and Developmental Standards (GELDS).</li> <li>● Establish timelines for the administration of Early Literacy assessments.</li> <li>● Determine effectiveness of early literacy instruction through the use of Instructional Quality Guides (IQ) and early literacy observational checklists.</li> <li>● Increase the use of the Coaching Cycle with struggling teachers through the tiered level of support.</li> <li>● Provide on-going</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for purchasing Early Literacy Assessments and assessment training sessions</li> <li>● Funding for Intervention Resources and Materials</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare</li> </ul>

	<p>principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</p> <ul style="list-style-type: none"> <li>● Acquire additional literacy resources for Pre-K classrooms, ChildCare Centers, and Community Partners.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Implement Response to Intervention (RTI) to increase support and resources.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> </ul>	<p>professional development sessions.</p> <ul style="list-style-type: none"> <li>● Conduct professional learning needs survey for principals, childcare directors, childcare professionals, HeadStart professionals, and district staff.</li> <li>● Provide follow-up professional development and technical assistance based on data.</li> <li>● Monitor protocols for referrals to tiered interventions based on screenings, progress monitoring, and the learning domains addressed.</li> </ul>	<p>professionals (Georgia Preschool Conference, Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p>
	<p><b>K-5<sup>th</sup></b></p> <p><i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence</li> <li>● Develop standards-based and literacy-based lessons.</li> <li>● Train teachers in how to effectively teach information, narrative, and opinion writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing,</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the effectiveness of written lesson plans designed around lesson-sized learning targets.</li> <li>● Increase the use of the coaching cycle with struggling teachers through the tiered level of support.</li> <li>● Standards and learning targets posted in the classroom.</li> <li>● Formative assessments constructed to assess students' mastery of the learning targets.</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, interactive</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</u> by Jim Burke and Sharon Taberski.</li> <li>● <u>The Common Core Companion: Booster Lessons, Grades K-2</u> by Janiel Wagstaff</li> <li>● <u>The Common Core</u></li> </ul>



	<p>effectively scoring writing, etc.)</p> <ul style="list-style-type: none"> <li>● Train leaders and teachers in the science of reading so that they deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to implement this knowledge when identifying and supporting students’ reading deficits.</li> <li>● Use “Read Alouds” to promote a love of reading, teach print and writing concepts, build background knowledge, model effective reading, and provide an exemplar for a genre of writing.</li> <li>● Use oral language, visuals, and read alouds to provide grade appropriate instruction that can be incorporated during the reading block.</li> <li>● Implement instructional strategies that support the development of phonological and phonemic awareness skills.</li> </ul>	<p>literacy notebooks, books and other texts, writing rubrics, etc.)</p> <ul style="list-style-type: none"> <li>● Rubrics from instructional observations</li> </ul>	<p><u>Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</u> by Leslie Blauman and Jim Burke</p> <ul style="list-style-type: none"> <li>● <u>The Common Core Companion: Booster Lessons, Grades 3-5</u> by Leslie Blauman</li> <li>● Funding for substitute teachers to provide classroom coverage during job-embedded training.</li> <li>● Funding for stipends to support Saturday training</li> <li>● Funding to purchase professional learning training sessions</li> <li>● Funding for intervention resources and materials</li> <li>● Funding for conference attendance for teachers and district leaders</li> <li>● Funding for stipends for internal staff members to redeliver professional learning after teachers’ contractual hours.</li> <li>● Funding for the purchase of a comprehensive</li> </ul>
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	<ul style="list-style-type: none"> <li>● Implement instructional strategies that support the development of phonics skills for teaching reading and spelling.</li> <li>● Differentiate and scaffold instructional methods to meet the needs of students.</li> <li>● Progress monitor student performance to inform instructional next steps.</li> <li>● Create technology infused instruction to increase student engagement and understanding.</li> </ul> <p><i>Tier II Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers to teach and remediate foundational reading skills.</li>   <li>● Train teachers to implement small group instruction to target and support reading deficits in phonemic awareness, phonics, fluency, vocabulary and comprehension of literature and informational text.</li> <li>● Train teachers to</li> </ul>		<p>writing program</p> <ul style="list-style-type: none"> <li>● Funding for the purchase of a variety of text types and genres to build classroom libraries at all levels</li> <li>● Funding to purchase core reading and writing instructional materials</li>   <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, ILA, etc.)</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and</li> </ul>
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	<p>implement the district-selected intervention program with fidelity.</p> <ul style="list-style-type: none"> <li>● Train leaders to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> <li>● Train leaders to create an instructional schedule and environment that supports successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		<p>writing</p>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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- National Reading Panel. (2000) Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and

Human Development.

- Saracho, O. Handbook of Research on the Education of Young Children(2013)

**Project Goal #2:** To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks

<p><b>Objective #2</b>  <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i></p>	<p><b>Actions/Activities</b></p>	<p><b>Evidence of Implementation</b>  <i>What data and artifacts will be used to determine the quality of the implementation?</i></p>	<p><b>Supports Needed</b>  <i>How will the grant funding be used to support the system’s literacy implementation plan?</i></p>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> <li>● Noticing students’ thinking and work, looking for evidence of application of the skills and knowledge of the discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> <li>● Funding to purchase texts on disciplinary literacy to engage teachers in a book study</li> <li>● Funding to purchase texts that outline disciplinary literacy learning activities and strategies</li> </ul>

	paper, research, reading, discussions, etc.). <ul style="list-style-type: none"> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Lent, R. L. C. (2016). *This is disciplinary literacy: reading, writing, thinking, and doing ... content area by content area*. Thousand Oaks: Corwin Literacy.
- Lent, R. L. C., & Voigt, M. (2019). *Disciplinary literacy in action: how to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA: Corwin, a SAGE Company.

**Project Goal #3:** To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier

<b>Objective #3</b> <i>Develop assessment literacy for all leaders and teachers so the <b>full</b> Cycle of Continuous Improvement raises literacy achievement.</i>	<b>Actions/Activities</b> <i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>● Funding to pay teachers' stipends after meeting biweekly to</li> </ul>

	<p>are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</p> <ul style="list-style-type: none"> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local testing plans to ensure that</li> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		<p>develop, analyze and use data from short cycle assessments.</p> <ul style="list-style-type: none"> <li>● Funding to purchase newly adopted assessments as a result of being awarded the LAGA grant funds</li> <li>● Funding to contract services for training in the newly adopted assessments</li> </ul>
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**References**

- Chappuis, S., Commodore, C., Stiggins, R., Balanced Assessment Systems Leadership, Quality, and the

Role of Classroom Assessment. Corwin (2016).

- *Georgia's Cycle of Continuous Improvement* <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>
- National Panel on the Future of Assessment Practices: Comprehensive and Balanced Assessment Systems, *The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems Policy Paper*. Brookhart, Guskey, McTighe, Toth, Wiliam (2019).
- *Student Assessment Inventory for School Districts*, Achieve 2014
- Wiliam, Dylan, *Embedded Formative Assessments*. Solution Tree Press, 2011.

**Project Goal #4:** To engage multiple stakeholder groups to maximize accountability and collaboration (i.e. community partners, parents and students)

<b>Objective #4</b> <i>Ensure that all stakeholders are knowledgeable of the district/school literacy plan and understand how their role is essential in supporting literacy development.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p><i>Community Partners</i></p> <ul style="list-style-type: none"> <li>● Consistently inform and engage community partners in the school/district's status of literacy and the school/district's needs by implementing quarterly Literacy Task Force Meetings.</li> <li>● Partner with ChildCare Centers to provide resources for early literacy development.</li> <li>● Provide professional learning opportunities for child care providers in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a chart mapping of community resources for childcare centers.</li> <li>● Collect sign-in sheets, agenda, flyers, professional learning session surveys, and data reports.</li> <li>● Evaluate screening tools to ensure appropriateness for students identified with early learning delays.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for Early Literacy Training Materials and training consultants</li> <li>● Funding for substitute teachers and/or stipends</li> <li>● Funding for Response to Intervention Resources and Materials for Classroom Instruction</li> <li>● Funding for conference attendance for teachers, district leaders, childcare directors, and childcare professionals (Georgia Preschool Conference,</li> </ul>

	<p>with district preschool providers for early literacy development.</p> <p><i>Parents</i></p> <ul style="list-style-type: none"> <li>● Partner with Parents of Early Learners (Birth-Five) to provide resources for early literacy development, social and emotional development, and school readiness.</li> <li>● Provide parents with developmental milestones, Babies Can't Wait referrals, and progress monitoring.</li> <li>● Continue to collaborate with <i>Parent Liaisons</i> to present literacy updates (i.e. assessment data) to parents.</li> <li>● Participate in district-wide parent workshops that inform parents of how to support literacy development at home.</li> </ul> <p><i>Students</i></p> <ul style="list-style-type: none"> <li>● Create Pre-K to Kindergarten Student Early Readiness Profile.</li> <li>● Participate Kindergarten Transition Activities(Child to Child, Child to</li> </ul>		<p>Georgia Association for the Education of Young Children, I Teach Pre-K, National Association for the Education of Young Children</p> <ul style="list-style-type: none"> <li>● Funding for training materials to support family literacy resources, books for families of birth to five learners, literacy kits, ages and stages, developmental delays, school transition, kindergarten readiness, and family workshops</li> <li>● Funding to incentivize student reading and writing achievement</li> </ul>
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	<p>School, and Child to Community)</p> <ul style="list-style-type: none"> <li>● Engage students in assessment data chats.</li> <li>● Conduct student advisory meetings to receive ideas for increasing motivation and reading volume.</li> <li>● Increase awareness among students of reading goals.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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- Let’s Go to School! A Guide for Families on Kindergarten Transition Family Handbook Retrieved from the Department of Early Care and Learning January 31, 2020
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## Lovejoy High School Literacy Implementation Plan

**School Name: LOVEJOY HIGH SCHOOL**

### School History

Lovejoy High School is located in Hampton, Georgia and is a part of the Clayton County School System. The school was established in 1991 and serves grades 9-12. From 2017 to the current school year, there were currently over 2000 students enrolled which made Lovejoy High School the largest high school in the district.

Lovejoy High School's total enrollment for school year 2017-2018 was 1835 from The National Center for Education Statistics (NCES). According to NCES, the enrollment by each grade was: 606, 9th grade; 489, 10th grade; 399, 11th grade; and 341, 12th grade. Enrollment by race and ethnicity: 3, American Indian/Alaska Native; 17, Asian; 1,472, Black; 263 Hispanic, 4, Native Hawaiian/Pacific Islander; 40, White; and 36, Two or More Races. Enrollment by gender: Gender distribution was 955 males; 880 females.

Lovejoy High School serves families of the following three communities: Lovejoy, Hampton, and Jonesboro. According to the United States Census Bureau, the city of Lovejoy's population was about 6,760 (2018 Population Estimate as of July 1, 2018) and was comprised of the following demographic groups: 4,742 Black/African-American; 1,041 Hispanic/Latino; 1,325 White; 13 Asian alone; 0 Native Hawaiian and Other Pacific Islander alone; 556 White alone, Not Hispanic or Latino; and 6 American Indian/Alaska Native. Lovejoy High School's students with disabilities were: 32% out of 67% are Economically Disadvantaged (ED); 13% out of 87% were Students with Disability (SWD); and 3% out of 97% were English Language Learners (ELL). 99% of the economically disadvantaged students received free/reduced lunch.

- According to the United States Census Bureau (2018 Population Estimate as of July 1, 2018, which was the most recent data available), the estimated median household income represented in Lovejoy, Georgia was \$41,511. Households with individuals under 18 years old was 977 (49.3%). Female householder, without a spouse present, was 597 and without children under 18 years of age is 411.
- According to the United States Census Bureau, (2018 Population Estimate as of July 1, 2018, which was the most recent data available), Hampton, Georgia's population was about 7,922. These students dwelling in the Lovejoy High School catchment area lived in the easternmost portion of Hampton, Georgia. The residents of Hampton, as identified by race, was 3,469 Black/African American; 769 Hispanic/Latino; 1,325 White; 98 Asian alone; 0 Native Hawaiian and Other Pacific Islander alone; 2,956 White alone, Not Hispanic or Latino; and 0 American Indian/Alaska Native. The estimated median household income in Hampton, Georgia was \$55,411. Households with individuals under 18 years old was 1181 (51.1%). Female householder, no husband present was 459 and without children under 18 years old was 296.

- The impact of the city of Jonesboro on Lovejoy High School is still very significant due to the number of students from the unincorporated portion of the town that dwell in the catchment area; however, there are but a small portion of the Jonesboro citizens, most of whom attend other schools. Census data found that about 30.35% of the students in these three communities live in single parent homes. Lovejoy High School’s students are primarily African-American (79.4%), with a large subgroup of Hispanics (14.4%), and many are on free/reduced lunch (99.5%); Lovejoy High School is a Title I school. Lovejoy High School’s low-income population causes the school's area to receive less per capita revenue than many other district schools.

Currently, the enrollment for the 2019-2020 school year, according to the Statewide Longitudinal Data System (SLDS), is 1803. 82% of the students are black, 14% Hispanic, 2% White, 2% multi-racial, 0.1% Asian, and 0.1% American Indian. 13% of the school population consists of students with disabilities and 2% of the student population are English Language Learners (ELL). The families of the three communities are currently still being served by the school: Lovejoy, Hampton, and Jonesboro.

**Administrative and Teacher Leadership Team**

The administrative team addresses the school’s needs and ensures processes are in place for smooth operations. Lovejoy High School is divided into four grade-levels (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>) with an administrator to support each grade. The administrative team involves staff in the analysis of pertinent data to make informed decisions.

<b>Lovejoy High Administrative Team</b>	
Nelson Render	Principal
Dr. Harold Dobbins	9 <sup>th</sup> grade Assistant Principal
Terence Dillard	10 <sup>th</sup> grade Assistant Principal
Dr. Bonnie Waring	11 <sup>th</sup> grade Assistant Principal
Tara Davison	12 <sup>th</sup> grade Assistant Principal
Jennifer Foster	Academic Coach
Regina Mitchell	Academic Coach

The Administrative Team meets every Monday morning at 10:00am to debrief on progress from the prior week and to build a plan for addressing needs for the current week.

### **Community Assets**

Lovejoy High School has an active school council that serves as an advisory team for the school. The council consists of parents, teachers, administration, and community members. Lovejoy High School also has numerous Partners in Education who assist in providing incentives to encourage our students to reach their fullest potential particularly in the area of literacy. Our Partners in Education, just to name a few, are Chick-fil-a, City of Lovejoy, Rick Prevatt-State Farm, McDonough Road Baptist Church, Food Depot, Kroger, Walmart, and Dunkin' Doughnuts. They have all contributed incentives such as support for purchases of additional instructional experiences such as field trips, internships, and job shadowing opportunities. Also, the Partners in Education provide funds for student incentives and awards to promote a reward system for positive behavior and students who demonstrate academic excellence.

### **Past Instructional Initiatives**

Lovejoy High School strives to maintain high levels of student achievement by implementing various instructional initiatives to strengthen the school's literacy program. Instructionally, teachers are required to share weekly lesson plans with administration with areas of literacy, writing, and higher level thinking activities and utilize small groups in their instructions.

Past instructional initiatives have included:

- Language Live
- Read 180
- Achieve 3000

### **Current Instructional Initiatives**

The English Language Arts Georgia Standards of Excellence is the curriculum for students in grades 9th-12th. English teachers use district created units of study, novels, and Houghton Mifflin Harcourt's *Collections* textbook, *Performance Assessment Booklet* and *Close Reader* to support standards instruction. To enhance English Language Arts instruction, the district provided curriculum was extended to include Project-Based Learning (PBL). Through various PBL tasks, students participate in learning experiences that promote the use of their literacy skills authentically. In addition to our literacy specific initiatives, disciplinary literacy across the curriculum is a schoolwide expectation. Teachers are expected to plan with students' literacy needs in mind, deliver lessons that require students to engage in purposeful reading, writing, speaking, and listening tasks.

Currently, to increase all high school students' reading volume, we are using Achieve3000. Achieve3000 assists students in accelerating reading growth through informational texts. Students take an initial assessment, the Levelset, to determine their current reading level. The Lexile yielded from the Levelset assessment is used to personalize learning by offering students texts on their reading level and intuitively adjusting the complexity of texts as students engage with the program at the expected frequency and quality required to achieve growth. The

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

Levelset is administered two to three times a year to assess students’ growth toward College and Career Readiness as indicated by their Lexile.

For ninth grade students in Tiers II and III, we implement Voyager Sopris’ *Language! Live* Reading Intervention program. The program’s curriculum teaches reading by prioritizing all five components of reading - phonemic awareness, phonics, fluency, vocabulary and comprehension. To ensure that our most vulnerable students receive intensive intervention and grade-level content, they receive reading instruction in a hybrid course in which *Language! Live* and *World Literature* is taught.

**Needs Assessment and Root Cause Analysis**

For the 2019-2020 school year, 100% of our students are eligible for free and reduced lunch. Due to the economic status of our community, students have limited vocabulary, language, and background knowledge on which to scaffold learning.

Faculty participated in protocols to determine existing trends and patterns in student achievement. Data analysis was followed by root cause analyses. The top overarching need identified by the team was getting students reading on grade level. The root causes address that we can affect were identified as follows:

- Lack of background knowledge to connect to learning and gaps in reading fluency as well as the inability to elaborate when writing.
- Deficiencies in literacy (reading, writing, and comprehending) and numeracy skills (computing and problem solving).
- Low lexiles scores for students that impact performance in all subject areas.
- Low academic performance in Science and Social Studies especially within the identified domains.
- Low academic performance in Literature and Math especially within the identified domains.
- Students need to increase their use of academic language to access content in various subject areas as well as enhance their critical thinking skills to meet the increasing demands of the Georgia Milestones assessments.
- Lack of teacher development.
- Identification and implementation of research-based practices in the teaching of reading and reading foundational skills.
- Implementation of the ELA instructional framework across grade levels.
- Student mastery of phonics skills needed to become fluent readers and to comprehend the text.

	2018 CCRPI Scoring by Component						
School Name	2018 CCRPI Score	2018 Content Mastery	2018 ELA Score	2018 Progress	2018 Closing Gaps	2018 Readiness	2018 Graduation Rate

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

State Elementary	65.7	63.7	64.07	84.4	85.0	79.1	N/A
State Middle	76.2	65	62.78	81.0	77.5	82.4	N/A
State High	66.9	65.7	70.38	83.0	70.0	73.4	82.0
<b>CCPS Elementary</b>	68.0	49.1	47.47	82.5	63.2	74.6	N/A
<b>CCPS Middle</b>	62.3	46.3	46.98	78.2	44.4	71.7	N/A
<b>CCPS High</b>	62.3	47.9	54.53	75.6	56.9	58.3	72.3
<b>CCPS Overall</b>	65.1						
Lovejoy High School (Clayton) H	65.2	46.2	53.38	81.8	53.3	62.5	80.7
	2019 CCRPI Scoring by Component						
<b>School Name</b>	<b>2019 CCRPI Score</b>	<b>2019 Content Mastery</b>	<b>2019 ELA Score</b>	<b>2019 Progress</b>	<b>2019 Closing Gaps</b>	<b>2019 Readiness</b>	<b>2019 Graduation Rate</b>
State Elementary	77.1	67.6	67.24	84.4	73.8	80.9	N/A
State Middle	72.1	66.3	66.27	80.3	50.0	82.9	NA
State High	77.00	69.4	75.22	82.1	80.0	74.5	82.6
<b>CCPS Elementary</b>	63.5	50.0	49.96	75.7	47.4	74.3	N/A

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

<b>CCPS Middle</b>	61.9	47.1	49.47	73.7	51.3	71.5	N/A
<b>CCPS High</b>	60.9	47.7	57.55	75.4	38.9	60.4	73.4
<b>CCPS Overall</b>	62.4						
Lovejoy High School (Clayton) H	64.5	44.3	59.39	77.6	56.9	62.3	86.1

<b>English Language Arts Performance GMAS (EOC)</b>				
Lovejoy High School (Clayton) H		<b>2017 % PL+ DSL</b>	<b>2018 % PL+ DSL</b>	<b>2019 % PL+ DSL</b>
	9th Grade Lit	34.2	38.2	41.7
	American Lit	27.7	21.2	32.6
	Overall	30.95	29.7	37.15

<b>Level Lexile Trends</b>				
Lovejoy High School (Clayton) H		<b>% of students within/above Lexile 2017</b>	<b>% of students within/above Lexile 2018</b>	<b>% of students within/above Lexile 2019</b>
	9th Grade Lit	74	73	72
	American Lit	60	59	66

Another overarching need identified was the increase of research-based instructional delivery models for ELA. The root causes addressed that we can affect were identified as follows:

- Knowledge of high-yield content appropriate research-based instructional strategies.
- Frequent monitoring of the use of a wide variety of research-based instructional strategies
- Knowledge of evidence-based reading interventions to support the RTI process and progress monitoring.
- A coherent process for providing feedback and coaching on the implementation of

research-based instructional strategies.

Receiving this grant will enable our students to incorporate the necessary components of a research-based literacy program that is currently missing in order to support all students' acquisition and growth of grade level literacy skills. To help prevent the regression over summer, Lovejoy High School would like to implement a summer literacy program for at-risk learners. There is a need for professional development, resources, and an explicit systematic approach to teaching literacy across the curriculum. The L4GA Grant would allow us to provide an equal basis for achievement.

**Needs Assessment Professional Learning Needs** (connect PL to needs assessment root causes)

Because a large number of our students are low-income and have a low-socioeconomic status, many of the students come to school with lower literacy skills than same aged peers from higher income families. It is difficult to get students to grade level in one year when they begin multiple years behind. Students enter school with less oral language skills and vocabularies, and they do not acquire language skills at the same speed as more affluent learners. The skills these students gain during a school year will be lost over the summer due to a lack of or desire not to promote effective brain simulation. Most parents have to work during the summer months leaving their children to other opportunities that may create delinquent or at-risk behavior. According to Anne Duncan (U.S. Department of Education, 2009), students who have poor to low academic skills are more likely than others to be involved in delinquent behavior that tends to lead to the juvenile justice system. To help prevent the regression over summer, Lovejoy High School would like to implement a summer literacy program for at-risk learners.

Considering the many challenges within our community, Lovejoy High School will utilize the L4GA funding to support Clayton County Public School's vision to be a district of excellence preparing ALL students to live and compete successfully in a global society. In order to meet the needs of each student, Teacher leaders and the principal will meet weekly to discuss current student achievement. These weekly meetings will include analysis of student achievement data, performance goals, failure rates, tutoring, and other strategies for intervention, instructional scheduling, and grading practices. By bringing together community partners, Lovejoy High School will weave individual efforts of agencies into a seamless system that is innovative, scalable, and sustainable.

The L4G4 literacy grant would provide funding for sustained, job-embedded professional learning experiences for faculty and staff so that students may be exposed to more effective literacy instruction. The expected outcome of the grant is students being able to read on grade-level. More professional development, support, and resources as well as community-based initiatives will strengthen our literacy efforts.

**Describe the Need for the L4GA Grant (include data charts and narrative of how the**



**funding will be used)**

The table below summarizes the Georgia Milestones (GMAS) data for Lovejoy High School’s EOC subjects. It represents a comparison of the 2018 GMAS student achievement data and the 2019 GMAS student achievement data. The information included in the table reveals the percentage of students who were categorized at the proficient and distinguished achievement levels for both school years. This table also reveals the increases and decreases in student performance in the various subject areas.

<b>Lovejoy High School GMAS EOC Achievement Data</b>			
<b>Subject</b>	<b>2018 (Proficient and distinguished)</b>	<b>2019 (Proficient and Distinguished)</b>	<b>Difference</b>
9 <sup>th</sup> Grade Literature	39	42	+3.0
American Literature	22	32.7	+10.7
Algebra I	16.7	11.1	-5.6
Geometry	18.5	11.9	-6.6
Physical Science	15	11.3	-3.7
Biology	20	16.1	-3.9
Economics	44	23.9	-20.1
U.S. History	22	32.8	+10.8

The major strengths we found in our program were slight improvements in certain subject areas from the 2018 to the 2019 school year. A ten-point increase was observed in the area of American Government (Proficient and Distinguished) on the Georgia Milestones EOC assessment. Additionally, modest growth was observed in American Literature.

The major needs we discovered were deficiencies in students’ literacy skills and deficiencies in numeracy skills. The deficiencies in these areas resulted in lack of improvement of performance in the social studies and science. After careful analysis of the data, a major correlation between EOC performance and lexile scores was evident. A large percentage of students at Lovejoy High School are reading below grade level. While some students demonstrate proficiency in 9<sup>th</sup> grade

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

literature and 11<sup>th</sup> grade literature, their lexile scores remain below grade level. This deficiency prevents the students from thinking more critically, gaining a deeper understanding of information, and excelling in other subject areas (Science and Social Studies).

As students increase their reading ability, they must also improve their numeracy skills in order to be able to comprehend more complex text. Teachers will need to emphasize the incorporation of enhancing literacy and numeracy skills in their respective subject areas.

Science students continue to perform below state average and demonstrated little or no growth in the EOC subjects. While performance did show some growth in social studies, our students are still limited by the deficits they face in their literacy development. Furthermore, an in-depth analysis was done on various domains in science and social studies revealing that our students consistently showed lack of critical thinking and literary analysis skills in social studies and science. Therefore, we will work to develop a plan to improve both literacy and numeracy across all curricular areas.

**Resources / Supports Needed by Tier - Be sure to connect to needs assessment. (Opening Frame: Our school will utilize the L4GA Grant to address the following needs....)**

Our school will utilize the L4GA Grant to address the following needs of student achievement across the content areas:

- Increase student reading on grade level.
- Increase of research-based instructional delivery models for ELA.
- Implement a summer literacy program for at-risk learners and all learners.
- Provide professional development, resources, and an explicit systematic approach to teaching literacy across the curriculum.

### **School Literacy Plan**

The following **school/district-level leaders will be responsible** for coordinating, supporting and monitoring the actions and activities outlined in the school/district literacy plan: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Research, Evaluation, Assessment and Accountability, Coordinator of English Language Arts (6<sup>th</sup>-12<sup>th</sup>), English Language Arts Lead Teacher, Coordinator of Library Media Services, and School Principal.

The actions outlined in the school/district literacy plan will be **sustained** after grant funding sunsets by (1) using contracted services to build leadership capacity within the system at the district and school levels, (2) using external coaching support to professionalize teachers and

develop future teacher-leaders, (3) continuously evaluating the implementation plans and making adjustments as needed, and (4) and using a *staff to earn* approach to ensure appropriate support services for students.

<b>Project Goal #1:</b> To implement comprehensive literacy instruction in order to develop confident and competent readers, writers, speakers, listeners, and thinkers			
<b>Objective # 1</b> <i>Ensure that all teachers effectively implement the core curriculum and intervention programs to increase reading achievement and content mastery.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system's literacy implementation plan?</i>
	<p align="center"><b>6<sup>th</sup>-12<sup>th</sup></b> <i>Tier I Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers around understanding the Georgia Standards of Excellence for reading and writing and how to design standards-based lessons with purposeful reading and writing tasks that develop students' literacy skills.</li> <li>● Implement appropriate strategies to help English Learners (ELs) meet English proficiency standards.</li> <li>● Implement Positive Behavior Support (PBIS) to promote social and emotional development and safe learning environments.</li> <li>● Implement an effective after school remediation program that will be specifically designed for individual learning needs.</li> <li>● Train leaders and</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the posted lesson agenda to ensure lessons are designed around a lesson-sized learning target</li> <li>● Analysis of teachers' lesson plans designed</li> <li>● Formative assessments constructed to assess students' mastery of the learning targets</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from instructional observations</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase texts that inform of the meaning of the standards (e.g. <u>The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them</u> by Jim Burke).</li> <li>● Purchase of contracted services to provide professional learning in the science of reading and of the training materials.</li> <li>● Funding for stipends for internal staff members to redeliver professional</li> </ul>

	<p>teachers in the science of reading so that teachers deeply understand the five components of reading (i.e phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p> <ul style="list-style-type: none"> <li>● Train teachers in how to informational and literary reading standards using extended texts such as novels.</li> <li>● Train teachers in evidence-based strategies for effectively teaching vocabulary and comprehension (i.e. Reciprocal Teaching, Directed Reading Thinking Activity, etc.).</li> <li>● Train teachers in how to establish, implement, monitor and maintain a classroom library of authentic texts.</li> </ul> <ul style="list-style-type: none"> <li>● Provide ongoing training to teachers on how to effectively teach informative, narrative and argumentative writing (e.g. building strong sentences, the writing process, strategy instruction, conferencing, effectively scoring writing, etc.).</li> <li>● Train teachers in how to increase students' motivation, engagement</li> </ul>		<p>learning after teachers' contractual hours</p> <ul style="list-style-type: none"> <li>● Purchase of a comprehensive writing program</li> <li>● Purchase of a variety of text types and genres to build classroom libraries</li> <li>● Funding to hire school-based literacy specialists that provide effective, job embedded professional learning, support and coaching aimed at building teachers' capacity to effectively implement evidence-based practices for teaching reading and writing</li> </ul> <ul style="list-style-type: none"> <li>● Funding to send leaders and teachers to literacy conferences in order to continue to build their capacity to design effective lessons that raise student achievement in reading and writing (i.e. Plain Talk, IDA, Reading League, etc.)</li> <li>● Funding to continue offering students</li> </ul>
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	<p>and achievement in reading and writing through choice, culture, collaboration and communication.</p> <ul style="list-style-type: none"> <li>● Support for teachers in establishing and maintaining professional learning communities.</li> <li>● Train leaders in how to evaluate instruction to determine if effective literacy instruction is being delivered.</li> <li>● Train leaders in how to implement, support and monitor a comprehensive literacy program.</li> <li>● Train leaders in how to establish and sustain a culture of literacy.</li> </ul> <ul style="list-style-type: none"> <li>● Build leader capacity to allocate resources in a way that supports successful implementation of literacy improvement efforts (i.e. personnel, instructional materials/resources, school funding, master schedule, etc.).</li> </ul> <p><i>Tier II &amp; III Instruction</i></p> <ul style="list-style-type: none"> <li>● Train teachers in understanding the MTSS/RTI process.</li> <li>● Train teachers in how to teach and remediate</li> </ul>		<p>access to texts during the summer months to prevent regression in reading</p> <ul style="list-style-type: none"> <li>● Funding to purchase intervention materials and programs</li> <li>● Funding to purchase core reading and writing instructional materials</li> <li>● Funding to pay stipends for teachers to earn reading endorsements in the evening</li> <li>● Funding to pay stipends for teachers to attend vertical and horizontal team meetings on the weekends and/or after school</li> </ul> <ul style="list-style-type: none"> <li>● Funding to pay providers to bring authors to the district after a book study</li> <li>● Funding to extend and expand opportunities for more students to participate in authentic literacy experiences</li> </ul>
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	<p>foundational reading skills at the secondary level.</p> <ul style="list-style-type: none"> <li>● Train teachers in how to implement small group instruction at the secondary level in order to provide targeted reading support in phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>● Train teachers in how to implement any district-selected intervention program with fidelity.</li> <li>● Train leaders in how to implement, support and monitor specific interventions to meet the needs of struggling readers and writers.</li> </ul> <ul style="list-style-type: none"> <li>● Train leaders in how to create a master instructional schedule and environment that support successful implementation of literacy improvement efforts and/or literacy intervention programs.</li> </ul>		
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

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**Project Goal #2:** To optimized literacy instruction in all content areas to increase students’ ability to access and deploy knowledge from a range of complex texts and tasks

<b>Objective #2</b> <i>Ensure a school-wide culture that prioritizes literacy instruction (i.e. teaching vocabulary, requiring independent reading and writing, and implementing discipline specific literacy practices) and establishes it as a shared responsibility - every content, every day.</i>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b> <i>What data and artifacts will be used to determine the quality of the implementation?</i>	<b>Supports Needed</b> <i>How will the grant funding be used to support the system’s literacy implementation plan?</i>
	<ul style="list-style-type: none"> <li>● Ensure all teachers understand how literacy serves as a vehicle for deeply learning the content of all disciplines.</li> <li>● Establish a school-wide culture in which all teachers are held accountable for improving students’ literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively written lesson plans designed to implement disciplinary literacy practices</li> <li>● Literacy-rich school and classroom environments (i.e. word walls, student work samples, books and other texts, writing rubrics, etc.)</li> <li>● Rubrics from</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to purchase leveled readers and classroom novels related to the topics and themes studied within the disciplines</li> <li>● Funding to purchase texts on disciplinary literacy to engage teachers in a book</li> </ul>

	<ul style="list-style-type: none"> <li>● Train all content area teachers in discipline specific literacy practices to enhance acquisition of content knowledge and skills.</li> <li>● Train all content area teachers in evidence-based generalized literacy practices that improve learning (i.e. summarizing, free writing, journal writing, close reading, response paper, research, reading, discussions, etc.).</li> <li>● Train all content area teachers in effective vocabulary instruction.</li> </ul>	<p>instructional observations</p> <ul style="list-style-type: none"> <li>● Noticing students’ thinking and work, looking for evidence of application of the skills and knowledge of the discipline</li> </ul>	<p>study</p> <ul style="list-style-type: none"> <li>● Funding to purchase texts that outline disciplinary literacy learning activities and strategies</li> </ul>
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**References**

*The following research undergirds the proposed evidence-based activities outlined above.*

- Lent, R. L. C. (2016). *This is disciplinary literacy: reading, writing, thinking, and doing ... content area by content area*. Thousand Oaks: Corwin Literacy.
- Lent, R. L. C., & Voigt, M. (2019). *Disciplinary literacy in action: how to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA: Corwin, a SAGE Company.

**Project Goal #3:** To implement a balanced and comprehensive assessment system that **monitors** literacy achievement at each tier

<b>Objective #3</b>	<b>Actions/Activities</b>	<b>Evidence of Implementation</b>	<b>Supports Needed</b>
<i>Develop assessment literacy for all leaders and teachers so the <b>full</b></i>	<i>How will you ensure the implementation of the full Cycle of Continuous Improvement?</i>	<i>What data and artifacts will be used to determine the quality of the</i>	<i>How will the grant funding be used to support the system’s literacy implementation plan?</i>



<i>Cycle of Continuous Improvement raises literacy achievement.</i>		<i>implementation?</i>	
	<p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>● Select a variety of reading and writing assessments to ensure teachers and leaders have access to assessments that screen, diagnose and progress monitor reading and writing skills.</li> <li>● Design and implement a comprehensive assessment plan for evaluating students' reading and writing development.</li> <li>● Design and deliver professional development for teachers and leaders so that they are aware of the various types of assessments that comprise a comprehensive, balanced assessment system.</li> <li>● Train teacher teams in how to create standards-aligned short and long cycle formative assessments.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● School-level administrative teams will create and communicate local testing plans to ensure that</li> </ul>	<ul style="list-style-type: none"> <li>● Short cycle and long cycle formative assessments</li> <li>● Ongoing checkpoint meetings will occur between district administration, school administration and teacher leaders</li> <li>● Data protocol notes will be utilized and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment literacy professional learning will be needed for teachers to develop their knowledge of various assessments to screen, diagnose, progress monitor and benchmark reading and writing growth</li> <li>● Funding to pay teachers' stipends after meeting biweekly to develop, analyze and use data from short cycle assessments.</li> <li>● Funding to purchase newly adopted assessments as a result of being awarded the L4GA grant funds</li> <li>● Funding to contract services for training in the newly adopted assessments</li> </ul>

	<ul style="list-style-type: none"> <li>● Teacher teams will meet in data teams at the school level to review and make instructional adjustments.</li> </ul> <p><i>Check:</i></p> <ul style="list-style-type: none"> <li>● District and school administration will analyze data to determine successes and areas where adjustments are needed.</li> </ul> <p><i>Act</i></p> <ul style="list-style-type: none"> <li>● Train teachers to effectively analyze assessment results to inform practices: using Continuous Improvement in the classroom.</li> </ul>		
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**References**

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