Application: Cook County L4GA E3 Literacy Partnership B5

Becky Ratts - bratts@cook.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000135
Last submitted: Feb 10 2020 03:06 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Cook County Schools

District Contact Information

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

Name	Becky Ratts
Position	Federal Programs Director
Email	bratts@cook.k12.ga.us
Phone	229-896-2294

Grant Fiscal Agent MOU

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

Cook County Fiscal Agent MOU.pdf

Filename: Cook County Fiscal Agent MOU.pdf **Size:** 63.3 kB

GaDOE Conflict of Interest and Disclosure Policy

Please upload your completed **GaDOE Conflict of Interest and Disclosure Policy**. You can find this document on the L4GA Grant website.

Cook County Conflict of Interest.pdf

Filename: Cook County Conflict of Interest.pdf **Size:** 236.2 kB

Previous Grantee

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

> no

Growing Readers

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

> yes

Get Georgia Reading

Please complete the Get **Georgia Reading Campaign Community Commitment form found here**

L4GA 2019 Full Application

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L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

Cook County District Narrative.pdf

Filename: Cook County District Narrative.pdf **Size:** 389.1 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

Cook County Management Plan.pdf

Filename: Cook County Management Plan.pdf **Size:** 523.6 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

Cook County Needs Assessment.pdf

Filename: Cook County Needs Assessment.pdf **Size:** 399.2 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

Cook County Goals and Objectives.pdf

Filename: Cook County Goals and Objectives.pdf **Size:** 168.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

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

10 points

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

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

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

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

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

Cook County Assessment Plan.pdf

Filename: Cook County Assessment Plan.pdf **Size:** 172.8 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.)

Cook County PL Strategies.pdf

Filename: Cook County PL Strategies.pdf **Size:** 67.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

Cook County Resources and Materials.pdf

Filename: Cook County Resources and Materials.pdf **Size:** 106.7 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 <u>not associated</u> with a literacy event, community partnership event or parent event.
- Game systems and game cartridges are unallowable.
- <u>Unapproved</u> 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

Cook County Budget Summary.pdf

Filename: Cook County Budget Summary.pdf **Size:** 254.8 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

Cook County Appendix References and Letters.pdf

Filename: Cook County Appendix References and Letters.pdf **Size:** 505.1 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Cook County Schools
School or Center Name	Cook Primary School
System ID	0637
School ID	0196

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).

PK is located at Cook Primary with 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

12 (PK only)

Number of Paraprofessionals or Teaching Assistants in School

10 (PK only)

Principal or Director

Name	Jeanne Dixon
Position	Pre-K Coordinator
Email	jdixon@cook.k12.ga.us
Phone	229-549-7713

L4GA 2019 School Contact

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

Name	Becky Ratts
Position	Federal Programs Director
Email	bratts@cook.k12.ga.us
Phone	229-896-2294

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

Cook County B5 Plan

Filename: Cook_County_B5_Plan.pdf **Size:** 84.8 kB

Cook County Early Learning Literacy Plan for Birth to Five

The fundamentals for being a good reader are reached before children enter school, so the first years of life are vitally important for language development. Because young children's brains are developing rapidly, this is the stage in which they are most receptive to new information. Research indicates that students who are read 5 books per day enter kindergarten having heard about 1.4 million more words than their peers who are never read to.

The Get Georgia Reading Campaign indicates that 66% of Georgia's third graders were not reading proficiently in 2013. Our local data in 2019 indicates that 72.7% of Cook County's third graders are reading below grade level, compared to 27% in Georgia. The overarching goal for Cook County's Early Learning Literacy Plan is to increase family reading routines and strengthen early language development through strong collaborative partnerships with community stakeholders, early learning centers, parents, and educators. To involve our 17 local daycare providers in this effort, our Parent and Family Engagement Coordinators made home visits to survey daycare personnel concerning their level of understanding in promoting literacy in their early learning center.

Cook County Early Learning includes one Preschool Significantly Developmentally Delayed (SDD) class serving three-year-old children and nine Pre-K classes funded by Bright From the Start. These classrooms are located at Cook Primary School which also serves students in grades K through 2. Each program follows the procedures, guidelines, and curriculum as prescribed by Georgia Early Learning Standards (GELDS). The implementation of Cook County's E3 Literacy Partnership plan will facilitate the much-needed collaboration, coordination, communication, and planning for the youngest members of the county's population - children ages 0-4. (Demographics are described in section one of application).

Early Learning Need 1 identified during needs assessment process

Emerging: BB1A Partnership meets sporadically. Stakeholder representation is limited**.**

Not Evident: BB1B Formal planning for an early literacy program has not begun.

Emerging: BB1D A partnership of leaders from early learning through 12th grade has been formed, but meetings are sporadic. A plan is being formed to allow educators across the feeder pattern to work collaboratively for vertical planning.

Current Activities linked to **Assets** during needs assessment process
*We have had a strong partnership with Cook County Family Connection for over 20 years.
*We have partnered with our local Head Start program to transition students to Pre-K for a number of years.
*Our Pre-K leaders have participated in the Birth to 8 Leadership Team with DECAL for several years.
*We have had a Bright From the Start funded Kindergarten Summer Transition Program for 6 years.
*We received a GOSA Early Language & Literacy Mini Grant in 2018.
*We have a strong Baby Hornets Planning Committee in place.
*We have district leaders who have begun to participate in the P-20 Collaborative for Southwest Georgia.

The E3 Literacy Partnership (E3LP) will facilitate the development of an inclusive Birth to 5 Community Collaborative and Provider Vertical Collaborative. Each Collaborative will meet quarterly. The Student Achievement Director and Pre-K Director will facilitate the meetings. The Collaborative will use the Georgia Literacy Plan to develop agendas and address identified issues.

Outputs - Activities	**Outputs - Products**
Birth to 5 Community Collaborative quarterly meetings (Baby Hornet Planning Committee members, Head Start director, PK representative, Kindergarten representative, daycare representative) (July, October, January, May)	Agendas, sign-in sheets, minutes, handouts, presentations
Birth to 5 Provider Vertical Collaborative quarterly meetings (Head Start teachers, PK teachers, Kindergarten teachers, daycare providers) (July, August, December, May)	Agendas, sign-in sheets, minutes, handouts, presentations
Community-wide PK Visitation/Transition Day	Agendas, sign-in sheets, handouts, presentations, pictures

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Outcomes
By 2025, the rating for BB1B on the Georgia Literacy Plan Needs Assessment will move from Not Evident to Exemplary.

Early Learning Need 2 identified during needs assessment process

Not Evident: BB4A Few, if any, students receive literacy screenings to assess readiness for reading and writing instruction.

Not Evident: BB5A Staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have not received professional learning in their respective standards and have not aligned instruction to standards.

Not Evident: BB6A All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have not received professional learning in developing oral language and pre-literacy skills. Some teachers are displaying evidence-based instruction in their daily practice.

Current Activities linked to **Assets** during needs assessment process

*We have partnered with Babies Can't Wait for many years.
*We have a Preschool Significantly Developmentally Delayed (SDD) class serving three-year-old children within our Primary School.
*All PK students are assessed using Work Sampling Online (WSO), and all Kindergarten students are assessed using Kindergarten Readiness Assessment.
*Over the past year, we have partnered with Head Start and Candy Cane's Learning Center for our Baby Hornets program.
*Our PK teachers recently visited Crisp County Pre-K to observe language and literacy best practices and Read Right From the Start through Cox Campus.

Professional learning for early language and literacy skills will be provided for PK teachers, early learning center providers, and Head Start staff. An emphasis will be placed on how these skills (birth to 5) are connected and aligned to preparing students for success in Kindergarten. Emphasis will be placed on the importance of using literacy screener assessment data to determine individual students' needs for possible intervention.

Outputs - Activities	Outputs - Products
A sensory room for all students will be established in the PK wing of Cook Primary School.	Purchase orders, payment records, and pictures
PK teachers will complete professional learning modules through Rolling Center and Cox Campus.	Sign-in sheets, module completion reports, lesson plans, classroom observation data, pictures
A model early learning classroom for professional development will be established in the PK wing of Cook Primary School.	Classroom inventory, pictures

PK teachers will provide professional development on Georgia Early Learning & Development Standards (GELDS) for early learning center providers and Head Start staff.	Agendas, sign-in sheets, handouts, presentations, pictures
Outcomes By 2025, student data on literacy screeners (PPVT 4, PALS, BFTS Work Sampling Online, GKIDS/Readiness Check, and GKIDS Performance Based Assessment) will show improvement from baseline scores in SY 2020-2021. By 2025, the number of Kindergarten students who qualify for Early Intervention Program (EIP) in ELA and interventions in MTSS will decrease.	

Early Learning Need 3 as Identified during needs assessment process

Not Evident: BB3A No formal plan is in place to connect families to schools and childcare entities.

Not Evident: BB3B No formal efforts have begun to provide support to the parents of children to develop literacy.

Current Activities linked to **Assets** during needs assessment process

*Over the past year, we have developed a Baby Hornets program to provide language and literacy information, materials, and activities based on Georgia Early Learning & Development Standards (GELDS) for children birth to 5.

*We use social media (Remind app and Facebook) as well as personal phone calls to invite parents to our Baby Hornets events.

*We have partnered with one of our 17 local daycares to promote the Baby Hornets program.

The E3 Literacy Partnership Committee will investigate ways to provide support to parents and caregivers of children birth to 5 to develop early language and literacy skills. Parents and caregivers will receive free books, language and literacy materials, training, and support.

Outputs - Activities	**Outputs - Products**
Provide language and literacy information in home languages to all families of children birth to 5 through a Baby Hornets website, videos, and brochures.	Website screenshots, videos, brochures
Provide free books and literacy materials to all children birth to 5.	Purchase orders, payment records, and pictures
Provide free books and literacy materials to all local early care providers.	Purchase orders, payment records, and pictures
Develop a Parent Literacy Survey for parents of children birth to 5 to determine needs.	Data from Parent Literacy Survey
Develop a Parent Academy to provide training in foundational language and literacy skills based on needs identified through the Parent Literacy Survey.	Agendas, sign-in sheets, handouts, presentations, pictures

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Outcomes

By 2025, Parent Literacy Surveys will indicate that children birth to 5 have more access to books and early literacy materials.

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant

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

1. Disqualify the Applicant, or
2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

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

b. **Employee Relationships**

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

1. The names of all Subject Individuals who:
   a. Participated in preparation of proposals for award; or
   b. Are planned to be used during performance; or
   c. Are used during performance; and

ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:

1. The award; or
2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such

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

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

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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

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

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

_____
Typed Name of Fiscal Agency Head and Position Title

_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Timothy M. Dixon, Ed.D., Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

02-10-20
_____
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)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Becky Ratts

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

Address: 1109 N. Parrish Avenue

City: Adel   Zip: 31620

Telephone: (229) 896-2294   Fax: (229) 896-3443

E-mail: bratts@cook.k12.ga.us

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

Timothy M. Dixon, Ed.D.
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

02-10-20
Date (required)

Cook County Schools 2020-2025 Professional Learning Plan

This plan is on-going and reflects the needs of the teachers based on teacher surveys and administrator evaluations.
The objective of this plan is to encompass all of the initiatives within the District Strategic Plan.

Professional Learning Strategy Objective	Targeted Audience	Targeted Outcome	PL Effectiveness Measures	Additional Information
Implementation of Learning-Focused Schools Framework	PreK-12 Teachers and Leaders	Improve consistent, research-based instructional practices in all classrooms	Learning-Focused walkthroughs, TKES evaluations, GMAS data	Principals, Curriculum Director, PL Director, Academic Coaches - Job-embedded PLCs during workday and PL days
New Teacher Orientation, Coaching, and Mentoring	New Instructional Personnel	Support new personnel transition	PL survey data, Learning-Focused walkthroughs, TKES evaluations	HR Director, PL Director, Academic Coaches, Mentor Teachers - Preplanning and ongoing
Pre-K New Teacher, WSO, and required one or two days annual PL - Bright From the Start	PreK Teachers	Implement GELDS and support students' mastery of GELDS	TKES, Work Sampling Online (WSO) progress, lesson plans	DECAL Bright From the Start - PL days
Administration of all L4GA required assessments with fidelity	PreK-12 Teachers	Improve literacy outcomes and interventions by ensuring assessments are administered with fidelity	Improved alignment between student performance and assessment results	GaDOE, Bright From the Start, Selected Vendors - Job embedded during the workday and PL days
Saxon Phonics Training	K-1 Teachers	Improve phonics skills in early grades	Universal Screener data	Academic Coach, Selected Vendor - Pre-planning days
Go-Math Training	K-8 Teachers	Align math instruction across grade levels	GKIDS and GMAS data	Academic Coaches, Selected Vendor - PL days
Co-Teach Training	K-12 SpEd and GenEd Teachers and Leaders	Integrate multiple disciplines of co-teaching across all grade levels	TKES evaluations	RESA, Special Ed Director - PL days

Professional Learning Strategy Objective	Targeted Audience	Targeted Outcome	PL Effectiveness Measures	Additional Information
E3 Literacy Partnership Early Learning Providers Literacy Learning Collaborative (LLC)	Early Learning Providers	Increase literacy activities provided in early learning centers	Early Learning Center Literacy Survey data	Teachers - Non-school days: Saturdays and Summer
Literacy Family Nights	0-12 Children, Parents, Caregivers, Community Partners	Improve access to and use of quality print and digital resources	Parent Survey and Needs Assessments data	E3 Literacy Partnership - Evenings
Baby Hornet Parent Academy	0-4 Children, Parents, Caregivers	Educate parents and caretakers on literacy activities they can provide at home	Baby Hornet Parent Academy Survey data	Baby Hornet Coordinator, Parent & Family Engagement Coordinators - Evenings
Sherri St. Clair: Effective Instructional Strategies	PreK-12 Teachers	Improve effective instructional strategies	TKES walkthroughs, PL survey data	RESA Collaboration with L4GA Grant Managers - PL days
Computer Science Endorsement	Selected Personnel	Provide integration of computer science concepts	Completed endorsement	RESA - Online
Lexile Training	K-12 Teachers and Leaders	Educate teachers and leaders to better monitor Lexile levels	Georgia Milestones Assessment (GMAS) data	RESA, Academic Coaches - PL days
Teaching Writing Training	PreK-12 Teachers, including CTAE	Improve writing skills in all subjects	GKIDS, GMAS, and End of Pathways Assessment (EOPA) data	RESA, Academic Coaches - PL days
Guided Reading Training	K-5 Teachers and Leaders	Improve literacy skills in all subjects	Universal Screener data	RESA, Academic Coaches - PL days
8 Standards of Mathematical Practices Training	K-12 Teachers	Improve the understanding of math concepts in all grade levels	GKIDS and GMAS data	RESA, Academic Coaches - PL days

Professional Learning Strategy Objective	Targeted Audience	Targeted Outcome	PL Effectiveness Measures	Additional Information
Science Inquiry Process Training	K-12 Teachers	Improve the understanding of science concepts in all grade levels	GKIDS and GMAS data	RESA, Academic Coaches - PL days
STEM Essentials Training	K-8 Science Teachers	Incorporate STEM into daily lessons	Lesson plans, walkthroughs, and GMAS	Georgia Youth Science & Technology Centers - Post-planning day
Literacy Training Across All Content Areas	PreK-12 Teachers, including CTAE	Improve language and literacy skills in all content areas	WSO, GKIDS, GMAS, and EOPA data	ELA teachers, Academic Coaches - Job-embedded PLCs during workday and PL days
Classroom Management and Behavior Interventions Training	PreK-12 Teachers, Leaders, and Support Personnel	Improve classroom discipline practices	Quarterly Discipline Reports	RESA, School Psychologist, School Counselors - Job-embedded PLCs during workday and PL days
Vertical Team Meetings	PreK-12 Teachers, including CTAE	Improve language and literacy skills in all content areas	WSO, GKIDS, GMAS, and EOPA data	Lead teachers, Academic Coaches - Job-embedded PLCs during workday and PL days
Content-specific Workshops, Conferences, and Institutes	PreK-12 Teachers, Leaders, and Support Personnel	Improve language and literacy skills in all content areas	WSO, GKIDS, GMAS, and EOPA data	GaDOE, RESAs, CTAE, Professional Organizations - PL days and Summer

Section 5: Assessment/Data Analysis Plan
Cook County Schools will complete all assessments and evaluations with fidelity and in a timely manner as required by the SEA. The district's assessment coordinator will provide professional learning, resources, and support for school assessment coordinators, administrators, and teachers. All assessment administrators and proctors will be trained to follow assessment administration procedures and protocols. Disaggregated results will be shared with all E3 Literacy partners.

Assessments	Grade Levels	Requirements	Purpose	Data Analysis, Utilization of Results
0-5 and K-12 GA Literacy Needs Assessments	Birth-12	Annually for E3 Literacy Partnership	Improve access to print and digital resources in early childhood settings throughout the county	Literacy Learning Communities (LLCs) will develop or select data protocols to utilize to analyze results
E3 Literacy Partnership Student Surveys	P-12	Annually for E3 Literacy Partnership	Create a community wide system of literacy supports for children Birth-12 and their families	Literacy Learning Communities (LLCs) will develop or select data protocols to utilize to analyze results
Georgia Student Health Surveys	3-12	GaDOE annually	School climate, social and emotional health, drug and alcohol use, behavior	Leadership Team will use information to determine SIP priorities and evaluate implementation of various programs.
Peabody Picture Vocabulary Test (PPVT IV)	Pre-K	Twice per year with 6 months between assessments	Receptive vocabulary	Early Learning LLC and Pre-K teachers will track and monitor progress, discuss concerns, and celebrate success.
Phonological Awareness Literacy Screening (PALS Pre-K)	Pre-K	Three times per year; not reported to GaDOE	Screening and progress monitoring of outcomes for alphabet knowledge, phonological awareness, concepts of print, and oral language.	Early Learning LLC and Pre-K teachers will track and monitor progress, discuss concerns, and celebrate success.

Work Sampling Online (WSO	Pre-K	As required by Bright From the Start	Screening and progress monitoring of outcomes for GELDS alphabet knowledge, phonological awareness, concepts of print, and oral language, alliteration and rhyming, vocabulary, and reading comprehension.	Pre-K teachers will track and monitor progress and use data to adjust instruction and provide interventions. Teachers will report narrative results to parents twice per year.
GKids/Readiness Check & GKids Performance-Based Assessment	Kindergarten	As required by GaDOE	Improve early literacy outcomes in elementary setting; language development-instructional and conversational intervention; social, emotional and cognitive development	Teachers will track and monitor progress and use data to adjust instruction and provide small group and individual reading interventions.
DIBELS-Next Screener/Progress Monitoring	K: Composite 1-5: Oral Reading Fluency	3 times per year	Phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension	L4GA E3 Partnership and teachers will track and monitor progress to adjust whole group, small group, and individual instruction
Houghton Mifflin Harcourt Reading Inventory (RI)	3-12	3 times per year	Measures reading comprehension on the Lexile Framework	Students, parents, teachers and school and district leadership teams will progress monitor Lexile growth
Georgia Milestones Assessments (GMAS)	3-12	Yearly	Measure proficiency of Georgia Standards of Excellence (GSE)	Students, parents, teachers and school and district leadership teams will progress monitor and improve GSE achievement and growth. P-12 vertical PLC will analyze to determine gaps, overlaps, trends, and effectiveness of programs and models.

ACCESS for ELLs	K-12	Yearly	Measures English Language Learners' social and academic proficiency in English	ESOL teachers, classroom teachers, parents, and school leadership teams will progress monitor and improve academic achievement of English Learners in the district.
Georgia Alternate Assessment (GAA)	K-11 Special Education	Throughout the year	Formative and summative assessment of IEP goals	Track and monitor achievement and growth for students not assessed using GMAS.
College and Career Readiness, ACT, PSAT, SAT, ASVAB	9-12	Throughout the year	Measures aptitude for college and career readiness	High School LLC will use to monitor learning outcomes and assess readiness for postsecondary education and careers.

Section 3: Needs Assessment and Root Cause Analysis

The process for establishing the need for L4GA in Cook County included aggregating information and **data** from primary sources including: KIDS COUNT, US Census, GaDOE Statewide Longitudinal Data System and Insights (SLDS), District AdvancED External Report, GA L4GA grant and Georgia's Literacy Plans, County Health Rankings and Roadmaps Database (Robert Wood Johnson Foundation), The Two Georgia's Initiative (Emory Prevention Research Center), and Centers for Disease Control and Prevention (CDC). Information was used to identify assets, needs, and root causes to help develop plans to implement evidence- based instructional programs, delivery strategies, and interventions. Stakeholders used information to create a routine process of data analysis to continuously improve local plans and meet changing needs.

Description of Assessments, Data, and Surveys - The system and schools initiated the GaDOE **Comprehensive Needs Assessmen**t process (CNAs) to create revised CNA-based District and School Improvement Plans in July 2019. **Stakeholders completing the needs assessment process** included personnel representing general education, special education, gifted, fine arts, CTAE, athletics, paraprofessionals, parents, students, and community members. When reviewing needs assessment results, it became clear that further expertise and guidance were required to develop quality literacy plans.

In addition to the CNA, key stakeholders used the GaDOE *Building Blocks* (BB) in the ***Georgia Literacy Plan Needs Assessment for Birth through 12th Grade*** as a guide to drill down to more specific literacy assets and needs. To provide additional data, a locally developed **Early Learning Center Literacy Survey** was provided to our 16 local early learning centers, and Baby Hornet parent survey results were reviewed. The Assets and Needs Assessment with Root Cause Analysis section of this plan (page 4 of 11 below) details specific information from all primary sources.

B-5: Analysis of Data Related to Other Learning Outcomes and School Readiness

Georgia's Birth to Five Literacy Needs Assessment, responses from our Early Learning Center survey, and 3rd grade Georgia Milestones data helped us identify assets, needs, and possible solutions. Collaboration between the LEA and Cook County Family Connection has been in place for years.

The Get Georgia Reading Campaign indicates that 66% of Georgia's third graders were not reading proficiently in 2013. **Our local data in 2019 indicates that 68% of Cook County's third graders are reading below grade level, compared to 27% in Georgia.** This data was influential in developing a vision to prepare our children (B-5) to enter school with the language skills they need to be successful. During the 2018-2019 school year, our district partnered with local community stakeholders, including Cook County Family Connection, Cook County Library, Cook County Health Department, Georgia Department of Early Care and Learning (DECAL), Candy Cane's Learning Center, Cook County Pre-K, and our System Social Worker, to develop a program entitled Baby Hornets. This program was created to reach out to our community to identify expectant moms or any babies under the age of 4 within the county. This school-community partnership was specifically designed to increase early literacy skills for our students and to educate our families on ways they can promote literacy.

Our *Vision Statement* is **Baby Hornets will partner with parents, families, and our community to build an early social, emotional, and academic foundation for lifelong success.**

Our Baby Hornet program is in the developmental stages. Currently, we have 136 Baby Hornets enrolled. During our first year of implementation, we are offering four family Literacy Nights for families. With the influence of L4GA, the scope will broaden the spectrum of support to the entire community. The L4GA grant will financially contribute to the development of a parent academy and Early Learning Center partnership program. The Baby Hornet Parent Academy and Early Learning Center partnership program will be led by Early Childhood Education, ESOL, and special education teachers in our school system. Professional learning will include the focus on the frequency of children's participation in routine learning activities that are language and literacy based such as shared book reading, storytelling, teaching about the letters of the alphabet, print concept knowledge, and positive attitudes towards literacy. All these activities are connected to the Birth to Five Georgia Early Learning and Development Standards (GELDS).

Currently, all students entering Pre-K are given a developmental screener. Pre-K teachers assess their students using Bright From the Start Work Sampling Online (WSO) System. The L4GA grant will provide us the opportunity to provide our students with literacy screeners. The PPVT 4 and PALS data will be used to assess readiness of individual children for reading and writing. Data will be analyzed regularly to assess readiness for reading and writing instruction for students in our Pre-K program. Data driven vertical collaboration will take place with our early learning center providers, Pre-K teachers, and Kindergarten teachers. Literacy data will be included in the agendas of Our E3 Literacy Partnership meetings.

Our system defines success when our students graduate from High School prepared for enrollment, enlistment, and employment (E3). Identifying our Baby Hornets at birth, providing early foundational literacy skills to them and their families, and tracking our Baby Hornets throughout their educational career will provide our students an opportunity to compete with others throughout the state and country! This foundational belief is what drove the *Vision Statement* for our 2019-2020 district Strategic Plan which states *All students will succeed through enrollment in higher education, enlistment in the military, or employment in the workforce (E3).* The L4GA E3 Literacy Partnership will provide a wealth of opportunities to promote literacy throughout our community.

K-12: Comprehensive Needs Assessment and Root Cause Analysis using Georgia's System for Continuous Improvement

2017-2019 Third Grade EOG Georgia Milestones Data
GaDOE Longitudinal Data System

Grade 3	% Beginning	% Developing	% Proficient	% Distinguished
ELA 2017	35.0	37.0	24.0	4.1
ELA 2018	49.0	34.4	13.4	3.2
ELA 2019	40.7	30.5	22.6	6.2
Math 2017	25.1	42.1	29.6	3.2
Math 2018	26.1	42.7	28.1	3.2
Math 2019	23.0	34.5	34.1	8.4

Grades 3-5 2017-2019 Georgia Milestones Data

Grades 3-5	Beginning	Developing	Proficient	Distinguished
ELA 2017	37.34%	35.36%	22.77%	4.53%
ELA 2018	40.70%	34.83%	20.70%	3.78%
ELA 2019	34.20%	38.51%	20.83%	6.47%
In 2017, 27.3% of 3rd, 4th and 5th graders scored Proficient and above on the Ga Milestones. In 2018, the number decreased to 24.48% scoring Proficient and above. In 2019, 27.3% of student scored Proficient and above. Milestones data indicated that 36.28% of 3-5 students and Cook Primary School CCRPI literacy indicator shows 35.57% of students are reading at the expected Lexile levels which indicated Tier I problems in grades P-2.				
Math 2017	28.17%	16.92%	22.54%	5.35%
Math 2018	29.37%	42.24%	23.92%	4.48%
Math 2019	25.86%	42.82%	25.86%	5.46%
In 2017, 27.89% of 3rd, 4th and 5th graders scored Proficient or above on Georgia Milestones. In 2018, we increased to 28.4% scoring proficient or above. Milestones data in 2019 indicated that 31.32% of our students scored proficient or above.				
Science 2015	44.92%	30.86%	22.66%	1.56%
Science 2016	38.84%	27.23%	29.02%	4.91%
Science 2017 5th	33.74%	28.05%	30.08%	8.13%
Soc St 2015	36.05%	47.67%	10.08%	6.2%
Soc St 2016	34.38%	41.52%	19.20%	4.91%
Soc St 2017 5th	37.96%	46.12%	11.43%	4.49%

**2019 Levels of Mastery per GMAS EOG/EOC Literacy Outcomes
for Economically Disadvantaged Students**

*Note: All Cook PK-8 and 56% of 9-12 students are considered Economically Disadvantaged

2019 Levels of Mastery per Milestones EOG and EOC	% Proficient All and Econ Disadvantaged	% Distinguished All and Econ Disadvantaged	Milestones Lexile Levels All and Econ Disadvantaged
3rd Grade ELA	22.6	6.2	32% 670+
4th Grade ELA	13.6	7.7	30% 840+
5th Grade ELA	23.8	5.4	42% 920+
6th Grade ELA	35.2	10.0	37% 997+
7th Grade ELA	25.0	4.0	54% 1045+
8th Grade ELA	39.2	4.2	65% 1097+
9th Grade Lit	21.0	0.1	43% 1155+
American Lit	22.0	0	40% 1285+

2019 Edmentum Exact Path Data

Percentile Rank	August 2019 K-2		December 2019 K-2		August 2019 3-5		December 2019 3-5	
	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
0-24	58%	338	37%	227	38%	264	25%	177
25-49	28%	165	34%	204	38%	264	33%	236
50-74	10%	57	19%	118	16%	110	21%	151
75-99	5%	27	10%	59	8%	55	20%	142

Assets and Needs Assessment with Root Cause Analysis

The process for establishing assets and needs for L4GA in Cook County included disaggregating information as described in the paragraphs above. **Qualitative and quantitative data were analyzed** during completion of the system's **Comprehensive Needs Assessment** (CNA) and were used to develop District and School Improvement Plans in July 2019. Identification and Prioritization of Overarching Needs in CNA Section 2.2, Root Cause Analysis, indicate root causes and propose possible solutions to improve student achievement. The system used the "5 Whys" method to drill down to the root cause of each identified need.

Overarching Need #1: Supervision and monitoring of instructional system - *Root causes*: differences in expectations from one classroom to the next and from one building to the next; limited communication of expectations; lack of clear focus on instructional standards and strategies; lack of training for leaders in monitoring of instructional programs; lack of consistency in training, expectations, and implementation of Professional Learning Communities(PLCs) for teachers.

Overarching Need #2: Lexile levels/achievement gap in all subject areas - *Root causes*: low Lexile levels; differences in adopted curriculum and implemented curriculum; gaps in vertical and horizontal alignment of curriculum

Ultimately, information learned during the development of the L4GA grant implementation plan will be used to improve, strengthen, and update the District and School Improvement Plans.

The Description of Assessments, Data, and Surveys section above (page 1 of 11 above) details who was involved in the needs assessment process along with how and what processes were utilized. Assets were derived from positive data trends in the CNA and Operational and Exemplary ratings on the Literacy Needs Assessment. **Needs** were derived from CNA challenges based on data trends and patterns in addition to ratings of Not Evident or Emerging on the Literacy Needs Assessment.

Needs Assessment Summary	Root Causes	Identified Assets	How Info will impact Birth – 12 Project
Coherent Instruction			
BB1B **(B-5)** **100% Not Evident** Effective approach to literacy.	No systematic process for implementing an effective approach to early literacy has been implemented and is not monitored for sustainability by all stakeholders.	Received GOSA Early Learning Literacy Mini Grant (2018) Baby Hornets Academy (B-4) has been developed. The program currently has 136 babies enrolled. The district is providing four Family Literacy Nights during the 19-20 school year. Our district has begun to participate in the P-20 Collaborative Partnership.	Baby Hornets: Develop a Baby Hornet Parent Academy and Early Learning Center Partnership with our 16 local early learning centers and Head Start. The Baby Hornet Parent Academy and Early Learning Center Partnership program will be led by early childhood, ESOL, and special education teachers in our school system. Professional learning will include the focus on the frequency of children's participation in routine learning activities that are language and literacy based such as shared book reading, storytelling, teaching about the letters of the alphabet, print concept knowledge, and positive attitudes towards literacy.

BB4A **(B-5)** **100% Not Evident** Literacy screenings for reading and writing	All students entering Pre-K are not assessed using literacy screeners. State mandated data is not analyzed regularly.	Cook County School's provide a developmental screening to identified students to assess all 5 developmental areas (Adaptive, Personal-Social, Communication, Motor, and Cognitive); this is available to students from birth to 7 years old. State mandated assessments are given to students as required.	In addition to state mandated assessments, students will be administered literacy screeners (PPVT4, PALS, and DIBELS). Data will be analyzed and used to inform instruction. Teachers will receive professional development on administering all required L4GA assessments with fidelity.
BB5D **(PK-12)** **100% Not Evident** Effective writing instruction	Only ELA teachers have participated in Professional Learning for teaching effective writing instruction.	Professional development has been provided to ELA teachers and limited to all content area teachers	Cook County's professional development plan will include teaching writing strategies to all teachers and support staff. A district wide writing expectation plan will be developed.

Needs Assessment Summary	Root Causes	Identified Assets	How Info will impact Birth – 12 Project
Family & Community Engagement			
BB3B **(B-5) Operational** **(PK-5) Operational** **(6-12) Emerging** Literacy in the home **BB3A** **(B-5)** **100% Emerging** Connect families to schools	Literacy Teams are established at Cook Middle School and Cook High School; however, parents and students are not offered literacy opportunities outside of the school day. Limited Literacy Nights are offered to families at CPS and CES	Baby Hornets provide Literacy Nights for families where literacy materials are provided. Literacy teams are established in both the Primary and Elementary school. One Literacy Night per year is provided for students PK-5. District reaches out to our community through Social media, Remind app, and brochures; school Parent Coordinators make contact with families as needed.	Baby Hornets partnership will expand to include more members of the E3 Literacy Partnership, provide a Parent Academy, and partner with early learning centers. All schools will have a Literacy Team and establish Literacy Nights where families and E3 partners will work collaboratively to provide resources for developing literacy in the home. A literacy specialist at CHS will partner with CTAE, teachers, support staff, parents, and the community to promote literacy skills for college and career readiness.
BB3F/1A/1C **(B-12)** **100% Emerging** Out of school agencies to support classroom literacy instruction	Cook County Partners in Education meet sporadically. Stakeholder representation is limited. Partnerships are not literacy-based or data driven.	20+ year partnership with Cook County Family Connection. Babies Can't Wait partnership Pre-K Director attends DECAL Birth to 8 Leadership Team. Report card community mentorship program for 6-12 has been started. E3 Career Day at CHS and CMS introduces students to post high school opportunities.	A plan to include Partners in Education in our E3 Literacy Partnership will be developed to encourage literacy skills in our students as well as throughout our community. Partnership including representatives from B-12 will meet quarterly where literacy data will be analyzed.

Needs Assessment Summary	Root Causes	Identified Assets	How Info will impact Birth – 12 Project
BB5F **(K-12)** **50% Emerging** **50% Not Evident** Wealth of grade level text at, below, and above grade level **BB5C** **(6-8)** **100% Emerging** Literacy instruction in all contents and intervention that is evidence-based	Teachers have limited classroom libraries. A limited amount of leveled text is available through the media center where it is checked out on a first come, first served basis. Students have limited access to a wealth of print or digital text (fiction and nonfiction). Students have limited opportunities to engage with technology. *(CMS) No core program to facilitate reading instruction or interventions is available.	All K-12 students have access to a school-based library. Cook Middle school (6-8) is the only school to have access to 1 to 1 technology. Other schools have a limited amount of devices. In grades K-3, 8 out of 70 K-5 classroom teachers are piloting Growing Readers. Students are provided independent reading time where they have access to leveled text. K-5 classrooms have Journeys ELA Resources. All schools are identifying and providing interventions for students who need support through MTSS.	District plans to purchase a wealth of text, both digital and print materials (for all students including ELLs) to supplement all content areas. Technology will be purchased to ensure student access to digital print. K-5 All teachers will be provided a classroom library with leveled texts that are at, below, and above grade level. 6-12 teachers will develop interdisciplinary book rooms with resources which are at, below, or above grade level for use by all instructional staff. 6-12 teachers will select a core and/or intervention program to facilitate reading instruction and interventions. A literacy specialist at CHS will partner with CTAE, teachers, support staff, parents, and the community to promote literacy skills for college and career readiness.

Needs Assessment Summary	Root Causes	Identified Assets	How Info will impact Birth – 12 Project
<td colspan="4" align="center">*Effective Leadership*</td>
BB1D **(B-12)** **100% Emerging** Partnerships with feeder patterns to provide strategic directions	Our system does not have a formal plan in place to vertically collaborate across the feeder pattern (early learning centers and Pre-K-12). Literacy data is not shared with feeder pattern partners. Limited transition plans are in place for students entering formal schooling for the first time and between schools.	Teachers in each school participate in weekly PLC meeting. Administrators lead two meetings each month to train teachers on Learning-Focused Schools strategies. These meetings are data-driven to include analyzing GMAS, benchmark, and Edmentum Exact Path universal screener data. A visitation plan is in place for Head Start students to visit Pre-K. Cook High offers a 9th grade orientation for parents and students.	A plan will be developed for vertical planning to include all feeder pattern partners. Data will be analyzed; results will drive instructional needs and provide strategic directions. Effective transition plans will be put in place for upcoming students entering Pre-K or K (CPS), 3rd grade (CES), 6th grade (CMS), and 9th grade (CHS).

Needs Assessment Summary	Root Causes	Identified Assets	How Info will impact Birth – 12 Project
Professional Capacity			
BB5A **(B-5)** **100% Emerging** Instruction is aligned with GELDS **BB6A** **(B-5)** **100% Not Evident** Early learning staff participated in PL on language and literacy developmental concepts	Our district does not provide Professional Learning in developing oral language and pre-literacy skills for staff and faculties of early learning centers. All Pre-K teachers do not display evidence based instruction in their daily practice.	All Pre-K teachers and teacher assistants participate in Bright From the Start yearly training. The majority of Pre-K teachers visited a neighboring community that is implementing strategies from Read Right from the Start (Cox Campus) with fidelity in their Pre-K classrooms. Our Pre-K teachers have begun participating in online learning modules. Our community currently has 11 out of 16 early learning centers that are Georgia Quality Rated.	A plan is being developed for the implementation of Read Right From the Start in Pre-K. A model Pre-K classroom will be created to provide training to early learning centers as well as to Pre-K teachers. Professional Learning will be provided in developing oral language and pre-literacy skills for staff and faculties of early learning centers. A sensory room is being developed at CPS for students with special needs or any student that would benefit from the use of the sensory room.
BB5E **(K-12)** **100% Emerging** Building reading and writing stamina **BB6B** **(K-12)** **100% Emerging** Ongoing professional development including disciplinary literacy in the content areas	Only ELA teachers have participated in professional learning for teaching effective writing instruction.	Professional development for writing has been provided to ELA teachers and a limited number of content area teachers.	All teachers will receive professional development on teaching writing strategies. A district wide writing expectation plan will be developed. All teachers will receive professional development on reading instruction and Lexile training. (K-5) Professional development will be provided on best practices for increasing academic language proficiency skills among English Language Learners (ELLs).

			Engaging daily instruction will be provided across all content areas requiring students to read and write enough to build stamina and meet ELA grade level expectations. (6-12) Interdisciplinary book rooms will be developed with resources which are at, below, or above grade level for use by all instructional staff. Instructional staff will participate in interdisciplinary planning to target specific learning goals of all students while implementing literacy-focused lessons and differentiation based on student Lexile levels.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed

Implementation Plan for Proposed Funding - The overall L4GA E3 Literacy Partnership implementation plan was developed after summarizing the entire B-12 needs assessment process and identifying assets, needs, and root causes. The following information will explain how the selected strategies, delivery models, and programs will align to evidence-based best practices to directly address the needs of all stakeholders, including children, educators, parents, and community members. As described in the sections above, the L4GA E3 Literacy Partnership will encompass community organizations, early learning care providers, and LEA personnel.

Goal 1: Provide and support coherent literacy instruction and assessment with appropriate tiers of support to improve literacy outcomes. (BB3, BB4, BB5)

Objective 1: All B-12 children will receive evidence-based literacy instruction to ensure adequate delivery of the GSE.
Outputs (Activities/Products): Provide professional development in early language and literacy (B-5), effective reading and writing strategies to build reading and writing stamina to prepare students for success in ELA GSE (K-12). Students will be provided a wealth of access to text, both digital and print materials (for all students including ELL students) to supplement all content areas.

Objective 2: All P-5 students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high quality, leveled texts (Growing Readers implementation, K-5).
Outputs (Activities/Products) Select and purchase high volumes of high quality rigorous text, print and digital, in a variety of genres to ensure sustainability, collaborative teams will review data to determine instructional gaps and adjust plans as needed. Select and purchase evidence-based resources to prevent gaps.

Objective 3: All 6-12 students will receive evidence-based instruction in reading, writing, listening, speaking, and viewing within content area courses using evidence-based delivery models as well as robust, engaging texts.
Outputs (Activities/Products) Select and purchase high volumes of high quality rigorous text, print and digital, in a variety of genres. Select and purchase an evidence-based core and/or intervention program. Contract with a literacy specialist to deliver literacy instruction and/or interventions with fidelity.

Objective 4: All B-12 teachers will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. Select and purchase L4GA assessments.
Outputs (Activities/Products): Provide professional learning in current and new assessments. Purchase technology-based resources to improve access and utilization of literacy data.

Goal 1 Outcomes: By 2025, as indicated The Georgia Literacy Plan **BB4** indicator will move from not evident to exemplary. Formative and summative assessments will be in place, ongoing, used to evaluate the effectiveness of instruction and to identify students for MTSS. By 2025, literacy instruction and student achievement will show significant growth as evidence by the Georgia Literacy Plan Needs Assessment. PPVT4, PALS, DIBELS-NEXT, GKIDS 2.O, ACCESS, Georgia Milestones ELA proficient and Lexile levels, and Reading Inventory data will show significant growth.

Goal 2: Provide active community and family engagement through effective and engaged leadership. (BB1, BB2)

Objective 1: The E3 Literacy Partnership will collaborate to demonstrate a commitment to literacy by convening regularly to focus on literacy-related services and activities.
Outputs (Activities/Products) The Partnership will implement the L4GA E3 Literacy Plan and meet quarterly to evaluate and adjust services and activities based on identified needs.

Objective 2: The E3 Literacy Partnership will collaborate to ensure families, children, and youth in Cook County receive social and support services.
Outputs (Activities/Products) Coordinate and continue to update an E3 list of partner resources and support services to be distributed throughout the county. Leaders will connect those in need with partner services including screening, assessment, and follow up for mental and physical health, early learning, education, and social and emotional supports.

Objective 3: The Partnership will ensure students have access to high quality print and digital resources in a variety of genres that support all GSE content areas. All schools will have a Literacy Team. The team will establish Literacy Nights where families and E3 Literacy partners work collaboratively to provide resources for developing literacy in the home.
Outputs (Activities/Products) E3 Literacy partners and school-based Literacy Teams will distribute materials and address ongoing needs by providing numerous resource distribution structures (lending libraries, books on buses, Book Break Buddies, Family Engagement Toolboxes, Literacy Nights, etc.)

Objective 4: The E3 Literacy Partnership will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, children, and youth through the district's established Baby Hornet program.
Outputs (Activities/Products) The Baby Hornets program will expand to include more members of the E3 Literacy Partnership. The district will develop a Baby Hornet Parent Academy and Early Learning Center Partnership with our 16 local early learning centers and Head Start. The Baby Hornet Parent Academy and Early Learning Center Partnership program will be led by early childhood, ESOL, and special education teachers in our school system. Professional learning will include a focus on the frequency of children's participation in routine learning activities that are language and literacy based such as shared book reading, storytelling, teaching about the letters of the alphabet, print concept knowledge, and positive attitudes towards literacy.

Objective 5: Our effective and engaged E3 Literacy Partnership will use local and state data to create literacy plans for feeder pattern partners focusing on growing potential for Cook County to meet the needs of B-12 children.

Outputs (Activities/Products) A plan will be developed to implement vertical planning including all feeder pattern partners. Data will be analyzed to drive instructional needs and provide strategic directions. Effective transition plans will be created for upcoming students entering Pre-K, 3rd grade (CES), 6th grade (CMS), and 9th grade (CHS).

Goal 2 Outcomes: By 2025, The Georgia Literacy Plan **BB1 (Community Partnerships)** will move from Not Evident and Emerging to Operational and Exemplary. Reading Inventory data will show an increase in the number of students reading at or above grade level. Data will show positive growth in students scoring Proficient on Georgia Milestones ELA Content Mastery and reading at or above Lexile targets in third grade.

Goal 3: Ensure sustainability through continuous improvement by improving professional capacity and building capacity of all stakeholders. (BB6)

Objective 1: E3 Literacy Partners, P-20 participants, RESA, and other identified partners will lead B-12 professional learning about evidence-based practices for literacy instruction, and they will engage in the E3 Literacy Partnership to improve competencies in evidence-based practices and literacy instruction.

*Professional learning will be provided in developing oral language and pre-literacy skills for staff and faculties of early learning centers.
*All teachers (PK-12) will receive professional development on teaching writing strategies.
*All teachers (P-K-12) will receive professional development on reading instruction and Lexile training.
*(K-5) Professional development will be provided on best practices for increasing academic language proficiency skills among English Language Learners (ELLs).
*(6-12) Teachers will participate in interdisciplinary planning to target specific learning goals of all students while implementing literacy-focused lessons and differentiation based on student Lexile levels.
Outputs (Activities/Products) Create a calendar of all training currently available and develop new learning opportunities according to literacy plans and to meet ongoing and changing needs. Develop a district wide writing expectation plan to be implemented across all grade levels and content areas.
*Create a model classroom to provide training for early learning center providers as well as Pre-K teachers.

Goal 3 Outcomes: By 2025, the number of Quality Rated early learning centers will increase. All Cook County early learning centers will be active partners in Cook County's E3 Literacy Partnership. Literacy screeners will indicate significant growth in Lexile scores and language growth and development. The Georgia Literacy Plan **BB5 (Tiered supports)** will move from Emerging to Exemplary

Section 1: LEA Partnership Narrative

Identification of LEA and Feeder System - Cook County School System (CCSS), the Local Education Agency (LEA) for Cook County, is located in rural southern Georgia. With an **NCES Rural Classification Code of 41**, the county is located approximately 30 miles north of the Florida border and encompasses 233 square miles. The LEA serves approximately 3,147 students in grades Pre-K through 12 within the structure of one primary, one elementary, one middle, and one high school. Each school has its own building code and is located on a separate campus. Cook Primary is located within the city limits of Adel, Cook Elementary and Cook Middle are located within Sparks city limits, and Cook High is located on Georgia Highway 37 east of Adel.

Cook County is a small rural community with a long history of persistent poverty and serious health inequities. With a total population of 17,200 residents, over 21% live below the poverty level, and almost one of every three children (32%) are impoverished. Cook County includes the small towns of Adel, Cecil, Lenox, and Sparks. About 65% of residents are white, 27% are black, and over 6% are Hispanic. The median household income for Cook is $36,463, which is much lower than the state average of $56,117, contributing to the fact that 48% of all Cook County families with children are classified as low-income.

One of every five adults in Cook County has less than a high school education—this represents over 2,600 adults who may struggle with reading and writing, job applications, healthcare access, social interaction, and helping their children to learn and succeed. Thirty-two percent of our 3rd grade students are reading at or above grade level compared to 73% of students in the state of Georgia who are reading at or above grade level. Current research shows that children who are not reading at or above grade level by 3rd grade are four times more likely to drop out of school, increasing their risk of poverty, unemployment, and literacy inequities. At the root of this issue are disparities around early literacy and learning—lack of access to books, parents who cannot read with their children, and inadequate or no preschool education.

Rural geography, transportation barriers, social isolation, and migrant populations appear to be causal factors in this disparity. Although Cook County has an agricultural history, hunger and food insecurity are very real problems for many local children who cannot focus on learning when they are hungry. The 2019 County Health Rankings indicate that 18% of the Cook County population struggles with food insecurity, and an additional 6% have limited access to healthy food. While 27% of the county population receives food stamps, transportation barriers create access issues when 3 of every 4 people live in rural outlying areas across 233 square miles.

There are currently 4,400 children ages 0-18 living in Cook County, and we recognize that trauma and adverse childhood experiences are having a major impact on educational, behavioral, health, and social outcomes for many of these children. From 2019 data studies conducted by Cook County Family Connection, we know that over 1,600 of these children have been exposed to at least one of the ten Adverse Childhood Experiences that create trauma and affect educational success. In addition to the 32% of children living in poverty, over 1,360 local children live in divorced or single-parent families; 127 children were subjects of child abuse or neglect cases last year, pushing our county rates to double the Georgia average; and 46 children were enrolled in foster care services last year. Family violence has become a serious problem in our community with 86 reported cases last year, and three recent cases that resulted

in shootings and fatalities. Our local data studies also revealed that 78 of the 91 current inmates in the Cook County Jail are parents, which compounds trauma issues for their children. Substance abuse and addiction were mitigating factors in over half of these incarcerations, so children are also struggling with impacts of trauma related to parental substance abuse.

Identification of LEA Partnership Partners - As a whole, Cook County citizens, residents and families require multi-tiered levels of support from multiple agencies and organizations. The Cook County School System partners with **Cook County Family Connection** (CCFC), the primary structure for partnering, communicating, planning, and coordinating multiple services to all ages. The following table indicates most of the CCFC partners.

Organization	Role in Partnership	Contact Person	Title	Contact Information
Cook County Family Connection	L4GA Partnership Co-Chair	Zoe Myers	Director	zmyers@cookcountyfamilyconnection.org
Cook County Schools	LEA	Dr Tim Dixon	Superintendent	timdixon@cook.k12.ga.us
Cook County Schools	L4GA Partnership & Grant Co-Chair	Joy Folsom	Student Achievement Dir	joyfolsom@cook.k12.ga.us
Cook County Schools	L4GA Grant Co-Chair	Dr Becky Ratts	Federal Programs Dir	bratts@cook.k12.ga.us
Cook County Library	Public Library	Nyisha Key	Director	nkey@cprl.org
Adel/Cook Chamber of Commerce	Community	Colonel Ron Mitchell	Community Member	gloron123@yahoo.com
Cook County Health Dept	Medical Services	Rebecca Allgood, RN	Director	Rebecca.Allgood@dph.ga.gov
Valdosta State University, Sociology	P-20 Partner	Dr Chet Ballard	Professor	cballard@valdosta.edu
Boys & Girls Club	Children & Youth Services	Leigh Sears	Director	lrsearsbgc@gmail.com
Cook County Dept of Family & Children	Public Health	Ron Ross	Director	roross@dhr.state.ga.us
Legacy Behavioral Health	Mental Health Support	Amanda Hall	Director	amhall@bhsga.com
Dept of Early Care & Learning (DECAL)	Birth to 8 Leadership Team	Jill O'Meara	Early Ed Comm Partnership Mgr	Jill.Omeara@decal.ga.gov
Drug Free Communities	Public Health	Erin Blanton	Representative	erinmablanton@gmail.com
Adel News Tribune	Media	Charles Shiver	Reporter	charlescpc@runbox.com
Cook County Sheriff's Dept	Law Enforcement	Doug Hanks	Sheriff	d.hanks@cookcogasheriff.com
Wiregrass College	P-20 Partner	Bill Tillman	Director	bill.tillman@wiregrass.edu
Cook County Schools	Children & Family Support	Shari Breeden	System Social Worker	sbreeden@cook.k12.ga.us
South Georgia Military Affairs	Military Support	Gloria Mitchell	Committee Member	Gloron123@yahoo.com
First Baptist Church, Adel	Community Faith-Based	Don Huckaby	CCFC Board Chair	shuckaby@windstream.net

Organization	Role in Partnership	Contact Person	Title	Contact Information
Sparks City Council	Local Government	Finley Castleberry	Councilman	fenleycas@gmail.com
Kiwanis Club	Community	Rick Ratliff	Member	ricco47@hotmail.com
City of Adel	Local Government	Buddy Duke	Mayor	b.duke@mchsi.com
Cook County Head Start	Early Learning	Jasmine Griffin	Center Supervisor	jgriffin@cpheadstart.org
The Haven	Social Services	Tiffany Thomas	Coordinator	volunteer@valdostahaven.org
Superior Court	Judicial Support	April Garrett	Clerk of Court	
Cook County Board of Commissioners	County Government	Dr Debra Robinson	County Commissioner	ddr065@hotmail.com
Adel Cook Chamber of Commerce	Community Partner	Heather Green	Director	heather.green@adelcookchamber.org
Cook County Economic Dev	Business Community	Lisa Collins	Director	lisacollins@cookcountyedc.com
Adel Police Dept	Law Enforcement	Chad Castleberry	Chief of Police	ccastleberry@southlink.us
South Central Primary Care Center	Health Care Provider	Donnie Smith	Director	DSmith@scpccga.org
Candy Cane Learning Center	Early Learning Partner	Candace Horne	Owner/ Director	cclc2017@yahoo.com
GaDOE- Migrant Program	Education/ Social Services	Marisela Trejo	GA Region 2 Coordinator	MTrejo@doe.k12.ga.us

Description of Feeder System & History of L4GA LEA Partnership - **Within the system feeder pattern**, **Cook Primary School** currently serves 821 students in grades Pre-K through 2. Of those, 223 students are served in Georgia's Bright From the Start **Pre-K** Program**,** and 627 are served in Kindergarten through 2ⁿᵈ grade. **Cook Elementary** currently serves 724 students in grades 3-5, **Cook Middle School** serves 751 students in grades 6-8, and **Cook High School** serves 851 students in grades 9-12.

KIDS COUNT data indicate that Cook County Head Start and 10 child care centers or family care homes in the county are Quality Rated. This data also indicates that 61.4% of Cook County's children ages 3 to 4 do not attend preschool, compared to 50% statewide. Cook County's percentage of babies born to mothers with less than a twelfth-grade education, 21.4%, is nearly double the state's percentage of 12.7%. Our percentage of low birth-weight babies is 13.5%, compared to 10.1% within the state. The rate of teen births ages 15-19 (per 1,000) is 41.7 in Cook County, compared to only 20.6 in Georgia.

Since its beginning, **Cook County Family Connection** (CCFC) has been directly linked to Cook County Schools, with the LEA serving as the fiscal agent for a number of years. Multiple school system representatives regularly report school and system progress at CCFC Collaborative meetings, and two district leaders serve on the CCFC Board of Directors. Annual CCFC goals are reviewed and revised and include activities to support basic needs identified in the impoverished community. CCFC has partnered with the school system to provide activities

and services to children and their families throughout the years, including providing books, fruit, and vegetables for children; fruit and vegetables for senior citizens; and health and resource fairs for families throughout the community.

Since 2015, our CCFC collaborative has been an active partner in the Get Georgia Reading (GGR) Campaign, and our leaders participate regularly in GGR events and trainings. Six collaborative leaders participated in the September 2019 statewide GGR Beyond 2020 Summit where CCFC received GGR recognition for being a pacesetter in literacy efforts. Because of our strong connections with GGR, our local collaborative became a partner in the National Grade-Level Reading Campaign in 2017 and received a National Pacesetter Award from that organization during their 2018 National Conference. Participation with GGR was also instrumental in creating a strong partnership between our local Family Connection collaborative and The Deal Center for Early Language and Literacy. CCFC is currently one of six organizations across Georgia funded through The Deal Center under a Collective Impact grant to strengthen community collaboration around learning, language, and literacy.

In 2018, Cook County Schools partnered with CCFC and Candy Cane's Early Learning Center on a project entitled Cook County Reads, funded through a GOSA Early Language & Literacy Mini-Grant. These funds were utilized to provide training for teachers and literacy materials for Kindergarten through 3rd grade classrooms. This collaboration laid the foundation for our Baby Hornets program.

In July 2019, Cook County Schools partnered with Coastal Plains RESA to participate in the GOSA Growing Readers Grant for the 2019-20 and 2020-21 school years. Through the grant, six teachers at Cook Primary School and two teachers at Cook Elementary School received classroom libraries of leveled texts and training to provide individualized reading instruction for Kindergarten through 3rd grade students. The Director of Student Achievement is also going through the process to become a Certified Growing Readers Trainer, which will allow us to implement the program with fidelity in all K-5 classrooms.

On December 4, 2019, two LEA leaders and the CCFC Director participated in the GaDOE L4GA Grant Awareness Session at Central Georgia Technical College, Macon Campus. This spurred planning, facilitation, communication, and coordination. The Cook County Schools Superintendent and CCFC Director agreed to work together to coordinate and plan the development of the L4GA grant for Cook County. The Superintendent asked the school system's Student Achievement Director and Federal Programs Director to facilitate the development of the L4GA Grant implementation plan. The Directors began meeting with stakeholder groups on December 10, 2020, and partner organizations began meeting on January 13, 2020, to continue the needs assessment process. Board of Education (BOE) members received an L4GA Grant Update during the work session on January 13, 2020. Through these collaborative efforts, the **L4GA E3 (Enroll, Enlist, and Employ) Literacy Partnership** was created.

The previous description highlights some of the community's assets that support families and children: engaged leaders from local and state government; social work; preschool to post-secondary education; early to elder health care; and specific supports for at-risk populations. There is also an extended day program for Kindergarten through 5th grade students at Cook Primary School, Cook County has an active Boys & Girls Club, the Cook County Library offers many programs to engage children and families, and several local churches and civic organizations partner each year to sponsor Toys for Cook Kids at Christmas.

Community Population Demographics
February 2020

School	Total Enrolled	Asian	Black	Hispanic	American Indian	Multi-Racial	White	Unclassified
Preschool SDD at CPS	9	0	4	2	0	0	3	0
Pre-K at CPS	193	2	73	15	0	13	89	1
CPS K-2	627	2	203	63	2	37	320	0
CES 3-5	724	6	236	74	1	25	381	1
CMS 6-8	751	7	252	48	4	34	405	1
CHS 9-12	848	17	297	64	2	23	445	0
Total	3,152	34	1,065	266	9	132	1,643	3

Cook Special Programs Information
February 2020

Special Programs	Cook Primary Pre-K	Cook Primary K-2	Cook Elementary 3-5	Cook Middle 6-8	Cook High 9-12
Students with IEP including Speech	39	103	100	107	90
CTAE	0	0	0	743	402
Remedial	N/A	N/A	N/A0	299	31
EIP	N/A	179	197	N/A	N/A
ELL	N/A	48	53	23	15

Climate Ratings for Schools in the E3 Literacy Partnership GaDOE Insights Data				
	CPS PK-2	**CES 3-**	**CMS 6-8**	**CHS 9-12**
2019	76.5 4 Stars	69.7 2 Stars	79.8 3 Stars	71.5 3 Stars
2018	50.5 4 Stars	62.0 3 Stars	71.2 3 Stars	67.3 3 Stars
2017	N/A 3 Stars	58.8 3 Stars	74.5 3 Stars	70.7 3 Stars

Student Literacy/ELA Outcomes GaDOE Insights Data Percent of Students Reading At or Above Grade Level on Georgia Milestones Assessments				
	CPS PK-2	**CES 3-5**	**CMS 6-8**	**CHS 9-12**
2019	35.57	36.28	54.96	55.38
2018	28.57	35.20	50.07	49.04

2019 GMAS Content Mastery Level EOG/EOC Literacy Outcomes
*Note: All Cook PK-8 and 56% of 9-12 students are considered Economically Disadvantaged
4% are English Learners

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd Grade ELA	41%	31%	23%	6%
4th Grade ELA	40%	39%	14%	8%
5th Grade ELA	38%	33%	24%	5%
6th Grade ELA	36%	29%	25%	10%
7th Grade ELA	33%	38%	25%	4%
8th Grade ELA	17%	39%	39%	4%
9th Grade Lit	19%	38%	36%	7%
10th Grade Lit	22%	43%	35%	0%

Plan for Engaging Early Childhood Providers - Currently, we partner closely with the owner/director of one local early care provider, Candy Cane's Early Learning Center. This collaboration began through Cook County Family Connection (CCFC) and extended through our GOSA Early Language & Literacy Mini-Grant and Baby Hornets program. We also partner with our local Head Start to provide speech and language services, to transition students from their program into our Kindergarten classes, and to involve their children and families in the Baby Hornets program. We are now reaching out to all 16 early care providers within the county and listed in the following table. Our desire is to provide training and materials to effectively engage these partners as outlined in the L4GA E3 Early Learning Literacy Plan for Birth to Five.

Provider Name	Capacity	Program Type	QR Rating
Bee Happy Daycare	81	Child Care Learning Center	
Candy Cane's Daycare	12	Child Care Learning Center	3
Candy Cane's Learning Center	40	Child Care Learning Center	3
Chaney Loretta L	6	Family Child Care Learning Home	
Cook County Head Start	74	Child Care Learning Center	2
Corbin Tuleda A	6	Family Child Care Learning Home	2
Davis Cassandra L	6	Family Child Care Learning Home	3
Godwin Janet M	6	Family Child Care Learning Home	3
Little Blessings	18	Child Care Learning Center	
Mrs. Teresa's	18	Child Care Learning Center	
Riley Ella M	6	Family Child Care Learning Home	3
Scott Ollie F	6	Family Child Care Learning Home	2
Teachable Moments Learning Center	27	Child Care Learning Center	2
Walton Barbara	6	Family Child Care Learning Home	2
Welch Lisa A	6	Family Child Care Learning Home	2
Wilson Wilma J	6	Family Child Care Learning Home	2

Plan for Engaging P-20 Research-Practitioner Partnerships and Literacy Faculty in Local Teacher Preparation Programs - Cook County Schools partners with various local research-practitioners and literacy faculty within the teacher preparation programs. Partners have reciprocal relationships that are mutually beneficial for everyone and focused on improving literacy skills and student learning for children birth through 12th grade. The LEA has constant communication with local teacher preparation program facilitators and mentor teachers, and district leadership attends P-20 meetings at RESA and local colleges and universities. Partners are committed to continue this collaborative effort to advise and support literacy initiatives B-12. Collaborative work with LEA teacher leaders and teacher candidates is crucial in order to prepare educators to be successful in supporting the LEA's literacy efforts.

Plan for Engaging Community Coalition - Prior to the development of the L4GA implementation plan, community partners met and shared each individual organization's work and planned annual goals and activities for CCFC. Now, the L4GA E3 Literacy Partnership, with or without L4GA funding, will intentionally coordinate to strengthen literacy in Cook County. Organizations will meet according to the following schedule, designated organizational leaders will share and obtain literacy-focused information and data, and each agency will disperse information and resources throughout the community.

Schedule for Cook County L4GA E3 Literacy Communication and Engagement

Organization	Shares E3 L4GA Literacy	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Cook County BOE Work Session	L4GA Grant Co-Administrators	2nd Monthly 5:30 p.m.					
Cabinet Meetings	Superintendent, L4GA Grant Co-Administrators	1st, 3rd, 4th, Weekly 8:30 a.m.					
Leadership Team Meetings	Superintendent, Principals		2nd Monthly 8:30 a.m.				
CPS	Principal	Weekly PLCs					
CES	Principal				Weekly PLCs		
CMS	Principal				Weekly PLCs		
CHS	Principal		Weekly PLCs				
Family Connections Collaborative	CCFC Director, L4GA Grant Co-Administrators	4th Monthly 12:00 p.m.					
E3 L4GA Literacy Partnership	L4GA Grant Co-Administrators				2nd Quarterly 12:00 p.m.		
Pre-K Teachers	Pre-K Coordinator, CPS Principal, L4GA Grant Co-Administrators			1st Quarterly 1:00 p.m.			
Home/Private Child Care Providers	L4GA Grant Co-Administrators, Teachers						4th Quarterly 10:00 am
RESA and P-20 Partners	HR Director					1st Quarterly 8:30 a.m.	

Section 2: LEA Partnership Management Plan and Key Personnel

District Office Level Support - In the 2018-2019 school year, Cook County Schools completed a comprehensive needs assessment through numerous meetings with internal and external stakeholders in order to create a District Strategic Plan. The **2020-2025 Strategic Plan** encompasses five priorities that directly align with L4GA priorities: 1) increase academic success for all students; 2) recruit, retain, and support effective administrators, teachers, and personnel; 3) increase family engagement and strategic partnerships with businesses, post-secondary institutions, and community leaders; 4) increase operational effectiveness in technology, transportation, school nutrition, and maintenance; and 5)provide students and staff with a safe and caring school environment. The **L4GA grant will provide resources to support and enhance the district's goals** to increase student proficiency in a safe and supportive learning environment supported by highly effective personnel using the best information and resources.

With full support from the Cook County Board of Education, the Superintendent of Schools, Dr. Tim Dixon, sought to facilitate the LEA's writing of the L4GA implementation plan by designating persons to collaborate, communicate, and plan. Information outlined in **the following table indicates how key district personnel will support the grant's implementation by describing key roles and responsibilities.**

Plan for Grant Funding Administration - Cook County Schools personnel have implemented comprehensive grant programs (SIG, GOSA Language & Literacy, BFTS Summer Transition, stART, DECAL Early Learning Leadership Collaborative) with fidelity. The district has had no financial audit findings over the past 3 years. When the grant is awarded, the grant administrators will implement L4GA with fidelity, including working with GaDOE to calendar meetings and deadlines. The grant administrators will also create and share documentation outlining grant priorities, information, and timelines. Technical assistance meetings will be held with all key stakeholders to revisit goals, priorities, guidance, and budget priorities as outlined in literacy plans. Structures for professional learning, trainings, budget requirements, progress monitoring, plan monitoring, purchasing, and audit procedures will be implemented in accordance with L4GA requirements. Established spending controls outlined in the district's Federal Programs Policies and Procedures Manual will be utilized to guide all spending of L4GA grant funds.

Key E3 L4GA Literacy Partnership Personnel	Title	Support Roles and Responsibilities	Accountability & Key Communications
Dr. Tim Dixon	Superintendent	Communicates to BOE. Serves as a liaison between the school system and other entities. Determines final approval of all expenditures. Ensures successful implementation of the district's needs assessment strategic planning process. Evaluates all personnel responsible for grant implementation. E3 L4GA Literacy Partnership Member	Board of Education RESA Board Of Control Leadership Team, District Staff, Principals
Mrs. Joy Folsom	Student Achievement Director	***Dedicated L4GA Grant Co-Administrator*** Facilitates L4GA components. Ensures grant implemented according to guidelines. Communicates and coordinates with all grant-related organizations. E3 L4GA Literacy Partnership Co-Chair (LEA)	Superintendent Board of Education GaDOE and GOSA
Dr. Becky Ratts	Federal Programs Director	***Dedicated L4GA Grant Co-Administrator*** Receives L4GA purchase orders and approves spending. Ensures grant implemented according to guidelines. Communicates and coordinates with all grant-related organizations. E3 L4GA Literacy Partnership Member	Superintendent Board of Education GaDOE and GOSA Family Connections
Mrs. Zoe Taylor	Cook County Family Connections (CCFC)	E3 L4GA Literacy Partnership Co-Chair (Community)	CCFC Advisory Board
Mrs. Jackie Sparks	Finance Director	Oversees grant accounting, budget implementation, and internal audit. Assures support and not supplant	Superintendent
Mrs. Tammie Nix	Accounts Payable Clerk	Prepares, receives, and processes L4GA purchase orders for approved expenditures. Maintains current ledger of all grant funds.	Finance Director
Mrs. Tammy Cowart	Administrative Assistant	Prepares and maintains documentation of communication for the superintendent.	Superintendent
Dr. Eric McFee	HS Principal	Facilitates HS site-specific grant implementation. E3 L4GA Literacy Partnership Member	Superintendent
Mr. Rusty Meadows	MS Principal	Facilitates MS site-specific grant implementation. E3 L4GA Literacy Partnership Member	Superintendent
Mr. Gabe Hammock	ES Principal	Facilitates ES site-specific grant implementation. E3 L4GA Literacy Partnership Member	Superintendent
Mr. Leslie Folsom	PS Principal	Facilitates PS site-specific grant implementation. E3 L4GA Literacy Partnership Member	Superintendent

Key E3 L4GA Literacy Partnership Personnel	Title	Support Roles and Responsibilities	Accountability & Key Communications
Mr. Henry Acree	Student Services Director	Facilitates and coordinates LEA and community mentorship programs. E3 L4GA Literacy Partnership Member	Superintendent
Mrs. Leslie McElrath	Special Education Director	Facilitates B-12 Special Education Services E3 L4GA Literacy Partnership Member	Superintendent
Mrs. Laural Heard	Professional Learning and Assessment Director	Facilitates implementation of all assessments. Assists with training, assessment, and management of student growth. E3 L4GA Literacy Partnership Member	Superintendent
Mr. Richard Herrin	CTAE Director	Facilitates and coordinates CTAE program at CMS and CHS. E3 L4GA Literacy Partnership Member	Superintendent
Mrs. Shari Breeden	School System Social Worker	Facilitates development and implementation of parent and family services and activities. E3 L4GA Literacy Partnership Member	Superintendent
Dr. Courtney Holley	HR Director and School Psychologist	Facilitates implementation of MTSS programs. E3 L4GA Literacy Partnership Member	Superintendent
Mrs. Allison Ray	Technology Director	Advises, facilitates, and provides technical assistance for technology-related grant purchases. Facilitates data entry and student data reporting required by the grant.	Superintendent
Ms. Lana Siska	Transportation Director	Facilitates all student transportation needs for regular, extended day, and extended year programs.	Superintendent
Mrs. Allison Edwards	Lead Nurse	Facilitates vision, hearing, dental, medical, and nutritional needs of all students. Coordinates and communicates with County Health Department and local health care providers.	HS Principal PS, ES, MS Nurses

Grant Personnel Understanding of Goals, Objectives, and Implementation Plan - Understanding the aspects and the overall grant implementation plan will be an ongoing collaborative process. On January 24, 2020, key personnel met to review and discuss the plan. Roles and responsibilities were clarified, and questions were answered. Members of the L4GA E3 Literacy Partnership will regularly update key personnel at monthly system Leadership team meetings. **The grant administrators will provide ongoing technical assistance and support for budget development and performance plans to the B-12 L4GA E3 Literacy Partnership.**

Routines for Ongoing Meetings - The grant administrators and designated key personnel will follow the plan for scheduled meetings with grant partners as outlined in the following table. For the most part, the system's Literacy Team was successful in planning meetings within existing structures.

Schedule for Cook County E3 L4GA Literacy Partnership Ongoing Meetings

Organization	Shares E3 L4GA Literacy	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Cook County BOE Work Session	L4GA Grant Co-Administrators	2nd Monthly 5:30 p.m.					
Cabinet Meetings	Superintendent, L4GA Grant Co-Administrators	1st, 3rd, 4th, Weekly 8:30 a.m.					
Leadership Team Meetings	Superintendent, Principals		2nd Monthly 8:30 a.m.				
CPS	Principal	Weekly PLCs					
CES	Principal				Weekly PLCs		
CMS	Principal				Weekly PLCs		
CHS	Principal		Weekly PLCs				
Family Connections Collaborative	CCFC Director, L4GA Grant Co-Administrators	4th Monthly 12:00 p.m.					
E3 L4GA Literacy Partnership	L4GA Grant Co-Administrators				2nd Quarterly 12:00 p.m.		
Pre-K Teachers	Pre-K Coordinator, CPS Principal, L4GA Grant Co-Administrators			1st Quarterly 1:00 p.m.			
Home/Private Child Care Providers	L4GA Grant Co-Administrators, Teachers						4th Quarterly 10:00 am
RESA and P-20 Partners	HR Director					1st Quarterly 8:30 a.m.	

Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan

The E3 L4GA Literacy Partnership will ensure funding from L4GA is utilized to meet the needs identified in the needs assessment process. Existing curriculum, instruction, assessment, tiered supports, professional learning, and resource needs for language nutrition and early literacy development will be prioritized as outlined in the chart below.

Technology, both digital and electronic resources, will be selected to engage students in a variety of formats. Intentional purchases will be made to ensure students create, produce, and are motivated to read high volumes of rigorous text. Because children in rural, high poverty areas often lack background knowledge gained through personal experiences, technology purchases will provide students with opportunities to experience the world outside Cook County from their classrooms, homes, and locations throughout the community.

Alignment to Needs	Research --based & Evidence-based Resources, Strategies, and Materials
Goal 1: Provide and support coherent literacy instruction and assessment with appropriate tiers of support to improve literacy outcomes. (BB3, BB4, BB5) **Objective 1:** All B-12 children will receive evidence-based literacy instruction to ensure adequate delivery of the GSE. **Objective 2**: All P-5 students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high quality leveled texts. **Objective 3**: All 6-12 students will receive evidence-based instruction in reading, writing, listening, and speaking within content area courses using evidence-based delivery models as well as robust, engaging text. **Objective 4**: All B-12 teachers will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. Select and purchase L4GA assessments.	Models to support coherent literacy instruction for high quality PL to implement effective literacy instruction Pre-K supplemental resources to support dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension and vocabulary instruction using a variety of engaging, high quality texts; leveled text at, below, and above grade level in addition to Growing Readers instructional coaching Print and digital resources in a variety of genres to support small group guided reading and independent reading in early learning, Pre-K, and K-12 classrooms Resources to support K-5 small group reading interventions Resources to support explicit vocabulary instruction and PL to implement PL to teach high quality writing across all content areas Technology-based resources to improve access and utilization of literacy data and PL to implement technology-based and electronic resources to motivate students to read outside of school

	Contracted services and/or stipends and resources to support a 9-12 literacy specialist
	Executive Coaching for literacy leadership
	Funding to purchase L4GA assessments

Alignment to Needs	Research --based & Evidence-based Resources, Strategies, and Materials
Goal 2: Provide active community and family engagement through effective and engaged leadership (BB1, BB2) **Objective 1**: The E3 Literacy Partnership will collaborate to demonstrate commitment to literacy by convening to focus on literacy-related services and activities. **Objective 2**: The E3 Literacy Partnership will collaborate to provide ensure families, youth and children in Cook County receive social and support services. **Objective 3**: The E3 Literacy Partnership will ensure students have access to high quality print and digital resources in a variety of genres that support all GSE content areas. All schools will have a literacy team. The team will establish Literacy Nights where families and E3 Literacy partners work collaboratively to provide families resources for developing literacy in the home. **Objective 4**: The E3 Literacy Partnership will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, youth and children through the districts established Baby Hornet program. **Objective 5**: Effective and engaged E3 Literacy Partnership will use local and state data to create literacy plans for feeder patterns focusing on growing potential for Cook County to meet the needs of B-12 children.	E3 Literacy Partnership will provide literacy resources and services - Resources to support cognitive, social, and emotional development Print and digital resources for lending libraries, books on buses, Family Engagement Toolboxes, Literacy Nights, and Baby Hornet Parent Academy Resources to support transition activities, contracted services, and stipends Resources to support transition activities and language and literacy-based PL to early learning centers Resources to develop a model classroom to provide training for early learning center providers and Pre-K teachers Resources to develop a sensory room for students with special needs and/or any student B-5 Models to support coherent literacy instruction for high quality PL to implement Read Right From the Start (Rollins Center and Cox Campus) to early learning center providers including Pre-K and Head Start

Alignment to Needs	Research --based & Evidence-based Resources, Strategies, and Materials
Goal 3: Ensure sustainability through continuous improvement by improving professional capacity and building capacity of all stakeholders. (BB6) **Objective 1**: E3 Literacy Partnership, P-20, RESA, and other identified partners will lead B-12 professional learning about evidence-based practices for literacy instruction and engage in E3 Literacy Partnership to improve competencies in evidence-based practices and literacy instruction.	Professional learning, contracted services, stipends, and resources to support early language and literacy programs Print and digital resources to promote utilization and application of training outcomes outside of school (Family Engagement Toolkits) Stipends, substitutes, travel, and registration fees for L4GA PL and related state and national conferences

Section 9: Budget Summary

Stakeholders throughout the county were highly motivated by the opportunity to move from "random acts of literacy" throughout the community to collaboratively planned high-quality programs, resources, and activities to strengthen academic, social, emotional, and physical well-being of children. Members of the L4GA E3 Literacy Partnership have a renewed sense of urgency to pull together people and resources to affect positive change. Our Baby Hornet Program (B-4) has begun to bring parents awareness of the beginning foundations and importance of language and literacy. L4GA funding will help the community provide desperately needed resources, activities, learning opportunities, training, and supports more quickly and with broader impact than without funding. The funding will immediately broaden the scope and sequence of our Baby Hornet Program. A Baby Hornet Parent Academy will be literacy focused where parents are trained on effective ways to provide early literacy experiences to their children.

For Pre-K through 12th grade, L4GA funding will be utilized to provide additional instructional resources to support and enhance areas of need relating to providing Coherent Instruction, Family & Community Engagement, Supportive Learning Environment, Effective Leadership, and Professional Capacity as described in Georgia's Systems of Continuous Improvement.

Funding will be used for contract and professional purchased services to provide expertise and high-quality professional learning. Funding will provide resources and supports for extended day, week, and/or year activities. Professional learning and training costs associated with L4GA activities may include books, supplies, registration fees, and appropriate travel expenses. Substitute pay may be needed for off-site learning experiences and to provide job-embedded professional learning.

L4GA funding will immediately and positively impact access to high-quality print and digital texts in a variety of genres. Children and families need reading materials in their homes and throughout the community. In addition, teachers need to have easy access to high volumes of leveled print and digital materials to support whole group, small group, and independent literacy inside and outside the classroom. Expenditures may include instructional supplies, computer software, technology, expendable equipment, non-textbooks, periodicals, subscriptions, and site licenses.

Once funding is awarded, the LEA will ensure that 15% of the budget is expended on B-5, 40% on K-5, 20% on 6-12, and 20% on 9-12. The LEA will retain 5% of the grant funding in accordance with the allowable expenditure for grant administration. **To the best of our knowledge and belief, no affiliation exists relevant to possible conflicts of interest with our district or any potential subcontractors we may utilize.**

Existing funding sources include Title II, Part A, Title III, Part A, and Title IV, Part A, to support professional learning. Technology is funded through Title I, Part A, Title IV, Part A, and Title V, Part B. Assessments are funded through Title I, Part A, Title V, Part B, and IDEA, Part B. Print materials are provided by Title I, Part A, Title III, Part A, and Title V, Part B.

Year 1

*(B-5) Purchase literacy materials for Baby Hornets, Baby Hornet Parent Academy, and Family Literacy Nights/activities

*(B-5) Purchase materials to develop a model classroom to provide training for early learning center providers and Pre-K teachers

*(B-5) Purchase resources to develop a sensory room for students with special needs and/or any student B-5

*(B-5) Contracted services or stipends for teachers to provide in-house PL literacy training to early learning center staff

*(B-12) Purchase and train staff on administering L4GA assessments

*(Pre-K-12) Focus on Tier I instruction delivered by whole group explicit instruction and then small group instruction with levels of differentiation: on-level instruction, re-teaching for struggling students, and extensions for advanced students. Tier I small group targeted instruction is a component of core instruction.

*(B-12) Purchase digital, print text in all genres

*(B-12) Purchase technology to provide student access to digital print and assessments

*(K-5) Purchase leveled texts (Growing Readers implementation) for grades K-5 and materials that are readily available to students.

*(6-12) Purchase a 6-12 Core reading and/or intervention curriculum

*(9-12) Contract or stipend for 9-12 literacy specialist

*(PK-12) Stipends, substitutes, travel, and registration fees for L4GA professional learning and related state and national conferences

*Professional learning for Executive Coaching for literacy leadership (co-grant administrators, Pre-K director, academic coaches, literacy teacher)

Year 2

*(B-12) Renew L4GA assessments

*(B-5) Purchase literacy materials for Baby Hornets, Baby Hornet Parent Academy, and Family Literacy Nights/activities

*(B-12) Sustain literacy resources purchased in Year 1

*(B-5) Contracted services or stipends for teachers to provide in-house PL literacy training to early learning center staff

*(9-12) Contract or stipend for 9-12 literacy specialist

*(Pre-12) Contract for professional development for reading and writing

*(K-12) Focus MTSS interventions and evaluate the effectiveness of Tier II and Tier III programs

Year 3
*Contract for professional development on literacy based interdisciplinary units
*(B-12) Renew L4GA assessments
*(B-5) Purchase literacy materials for Baby Hornets, Baby Hornet Parent Academy, and Family Literacy Nights/activities
*(B-12) Sustain literacy resources purchased in Year 1

*(B-5) Contracted services or stipends for teachers to provide in-house PL literacy training to early learning center staff
*(9-12) Contract or stipend for 9-12 literacy specialist

Year 4
*(B-12) Renew L4GA assessments
*(B-5) Purchase literacy materials for Baby Hornets, Baby Hornet Parent Academy, and Family Literacy Nights/activities
*(B-12) Sustain literacy resources purchased in Year 1
*(B-5) Contracted services or stipends for teachers to provide in-house PL literacy training to early learning center staff
*(9-12) Contract or stipend for 9-12 literacy specialist

Year 5
*(B-12) Renew L4GA assessments
*(B-5) Purchase literacy materials for Baby Hornets, Baby Hornet Parent Academy, and Family Literacy Nights/activities
*(B-12) Sustain literacy resources purchased in Year 1
*(B-5) Contracted services or stipends for teachers to provide in-house PL literacy training to early learning center staff
*(9-12) Contract or stipend for 9-12 literacy specialist

Budget Summary Overview

Projected grant award amount: 4,000 children (B-12) x $500 each = $2,000,000 total

Expense Category	Projected Cost
Instruction and Assessment	$1,000,000 (50%)
Family & Community Engagement	$500,000 (25%)
Professional Learning	$300,000 (15%)
Pupil Support Services	$200,000 (10%)

References

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Get Georgia Reading Community Locator http://getgeorgiareading.org/community-locator/#1473785197441-4a082116-1d15

Get Georgia Reading Framework Overview and Four Pillar Information http://getgeorgiareading.org/framework-overview/

Governor's Office of Student Achievement. https://gosa.georgia.gov/

National Center for Education Statistics (NCES): Education Demographic and Geographic Estimates. https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries

Robert Wood Johnson Foundation. (2019). County Health Rankings & Roadmaps Database. https://www.countyhealthrankings.org/

Rollins Center for Language & Literacy: Cox Campus. https://www.coxcampus.org/

U.S. Census Bureau. (2019). https://datausa.io/profile/geo/cook-county-ga

Note: We used the Clinch County and Stewart County School District 2019-2020 grant proposals for direction and resource ideas.
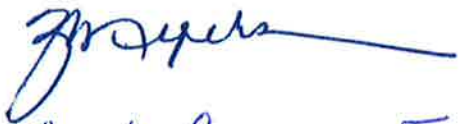
COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Cook County Family Connection,
Executive Director

229-549-7976

Cook County Family Connection

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

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Adel, Georgia 31620
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To Whom it May Concern:

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Sincerely,

nkey@cprl.org

Cook County Public Library

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

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Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

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Sincerely,

[signature]
County Nurse Manager
Cook County Health Dept.
229-896-7527

Cook County Health Department

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
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To Whom it May Concern:

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Sincerely,

Heather Green, President
Adel Cook Chamber of Commerce

Adel- Cook Chamber of Commerce

COOK COUNTY SCHOOLS

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Superintendent

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Sincerely,

Lisa Collins
Executive Director
Cook County Economic Development Commission
229. 308. 3785
lisacollins@cookcountyedc.com

Cook County Economic Development Commission

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

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If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Brandi Bram

City Of Adel /Downtown Development Authority
ddaof adel@gmail.com
229-223-6904

City Of Adel/Downtown Development Authority

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Jasmine Griffin
Cook County Headstart
Center Supervisor
229-896-7322
Jgriffin@cpheadstart.org

Cook County Headstart

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

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Sincerely,

Leigh R Sears
CEO
Boys & Girls Club of Greater Cook County
lrsearsbgc@gmail.Com
229-896-1253

Boys & Girls Club of Greater Cook County

February 5, 2020

Ladies and Gentlemen:

It is time for us to update our partnership agreement with Cook County Schools.

We currently partner with Cook County Schools to support field experiences for our teacher candidates. We are committed to continue this partnership with Cook County to advise and support literacy activities birth-twelfth grade. We look forward to our collaborative work with your teacher leaders and our teacher candidates.

This partnership is needed, so our teacher candidates can be well prepared for their future role as teachers.

Sincerely,

Sheree Hudson
Clinical Practice Coordinator
Office of Clinical Experiences and Certification.

GSW🏛

GEORGIA SOUTHWESTERN
COLLEGE OF EDUCATION

February 10, 2020

Cook County Schools
1109 N Parrish Ave #1563
Adel, GA 31620

Dear Dr. Courtney Holley,

We currently partner with Cook County Schools to support field experiences for our teacher candidates. We are committed to continuing this partnership with Cook County to advise and to support literacy activities birth-twelfth grade through this partnership and the work we do with our teacher candidates and your teacher leaders.

We look forward to this continued partnership.

Sincerely,

Mrs. Michele McKie
Field and Clinical Experiences Director
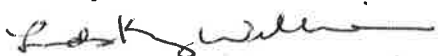Georgia Southwestern State University

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

[signature]
beehappydaycare@windstream.net

Bee Happy Daycare

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Candace Kea

229-834-7248

CCLC2017@yahoo.com

Candy Canes Early Learning Center

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Serena Aanee
Little Blessings Daycare

Little Blessing's Daycare

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Lisa Welch
549. 7904

Mrs. Lisa's Daycare

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Ollie Faye Scott   229-896-3324

Mrs. Ollie's Daycare

COOK COUNTY SCHOOLS

Tim Dixon, Ed.D.
Superintendent

1109 N. Parrish Avenue
Adel, Georgia 31620
Telephone (229) 896-2294 • Fax (229) 896-3443

To Whom it May Concern:

If the proposal submitted by Cook County Schools entitled "E³ Literacy Partnership" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Juleda Corbin (229)549-6662

Mrs Tuleda's Daycare

Application: Cook County High School

Becky Ratts - bratts@cook.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	Cook County Schools
School or Center Name	Cook High School
System ID	0637
School ID	0111

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

64

Number of Paraprofessionals or Teaching Assistants in School

6

Principal or Director

Name	Dr. Eric McFee
Position	Principal
Email	ericmcfee@cook.k12.ga.us
Phone	229-896-2213

L4GA 2019 School Contact

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

Name	Dr. Joi Williams
Position	Assistant Principal
Email	joiwilliams@cook.k12.ga.us
Phone	229-896-2213

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

Cook County High School Plan

Filename: Cook_County_High_School_Plan.pdf **Size:** 84.6 kB

Application: Cook County Primary School

Becky Ratts - bratts@cook.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

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	Cook County Schools
School or Center Name	Cook Primary School
System ID	0637
School ID	0196

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).

Cook Primary has PK and 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

54 (K-2)

Number of Paraprofessionals or Teaching Assistants in School

28 (K-2)

Principal or Director

Name	Leslie Folsom
Position	Principal
Email	lfolsom@cook.k12.ga.us
Phone	229-549-7713

L4GA 2019 School Contact

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

Name	Becky Ratts
Position	Federal Programs Director
Email	bratts@cook.k12.ga.us
Phone	229-896-2294

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

Cook County Primary School Plan

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

Application: Cook County Elementary School

Becky Ratts - bratts@cook.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

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	Cook County Schools
School or Center Name	Cook Elementary School
System ID	0637
School ID	0104

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).

Cook Elementary has grades 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

50

Number of Paraprofessionals or Teaching Assistants in School

9

Principal or Director

Name	Gabe Hammock
Position	Principal
Email	ghammock@cook.k12.ga.us
Phone	229-549-6250

L4GA 2019 School Contact

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

Name	Karen Taylor
Position	Academic Coach
Email	ktaylor@cook.k12.ga.us
Phone	229-549-6250

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

Cook County Elementary School Plan

Filename: Cook_County_Elementary_School_Plan.pdf **Size:** 74.8 kB

Application: Cook County Middle School

Becky Ratts - bratts@cook.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

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	Cook County Schools
School or Center Name	Cook Middle School
System ID	0637
School ID	0101

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

52

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

Name	Rusty Meadows
Position	Principal
Email	rmeadows@cook.k12.ga.us
Phone	229-549-5999

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

Name	Jennifer Green
Position	Assistant Principal
Email	jennifergreen@cook.k12.ga.us
Phone	229-549-5999

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

Cook County Middle School Plan

Filename: Cook_County_Middle_School_Plan.pdf **Size:** 84.2 kB

Cook Middle School Literacy Plan - Assets and Needs

Cook Middle School stakeholders met to conduct the GaDOE Building Blocks (BB) in the Georgia Literacy Plan Needs Assessment for Literacy K-12 (GLPNAFL). This guide assisted in the identification of both literacy assets and needs. Representatives from all relevant stakeholders were present to pinpoint the greatest current literacy needs at Cook Middle School.

CMS Emergent (Needs)

1) 5-C Students receive literacy instruction in all contents and intervention that is evidence-based.
2) 3-B A plan is in place to improve access for families to resources for developing literacy in the home.
3) 5-F Students have access to a wealth of texts that are below, at, and above grade level.

CMS Fully Operational (Assets)
4-C A system of on-going formative and summative assessments is used to determine the need for Multi-Tiered Systems of Support, the intensity of the interventions, and to evaluate the effectiveness of instruction.
5-B High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily.

Emergent BB3 - B - A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12th grade)

We will provide evidence-based strategies to parents so that the whole student approach to student success will be in place for all students. This will be accomplished through a variety of models and delivery routes to assure all parent stakeholders are aware of the Literacy focus at CMS.

Outputs- Activities
Faculty and staff will publish newsletters in print and digital format that will outline research-based strategies as well as sites to be accessed from home to increase reading comprehension including rationale and data.

Faculty and staff will host family literacy nights in order to model effective strategies for parents to use at home.

Faculty and staff will participate in targeted Themed Literacy Days during which all content has aligned focus.

Increase partnerships with community stakeholders.

Outputs - Products
Sign-in sheets for Family Nights
Published newsletters
Observation data
Lesson Plans

OUTCOMES
Our GLPNAFL rating for BB3 will move from Emergent to Fully Operational - Parents of children receive books and reading materials to support the development of literacy.

Initiate and annually increase the number of targeted Themed Literacy Days.

Initiate and annually increase the number of Family Literacy events.

Annually increase the number of students proficient or better as measured by the Lexile level on Reading Inventory and state-mandated Lexile assessment.

Increase the number of students scoring proficient or above in all content areas as measured by state-mandated assessments.

Emergent BB5 - C - Students receive literacy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th grade)

Assets - Faculty and staff participate in ongoing professional development and implement reading strategies into NEST instruction which includes all content areas. Learning-Focused Strategies are currently integrated into all content areas as well.   Interventions are being delivered currently through Connections classes to supplement content area instruction.

Teachers will implement a research-based intervention program or curriculum to increase proficiency and minimize gaps for struggling readers and provide intensive, targeted support.

Outputs- Activities
Faculty and staff will undergo professional development in evidence-based literacy instruction strategies.

Faculty and staff will participate in interdisciplinary collaboration to analyze data and discuss literacy integration into content area instruction.

School administration will work towards a scheduling model that allows for 90 minutes of consecutive, uninterrupted Literacy instruction.

Select a core or intervention program to facilitate instruction and/or interventions in reading instruction.

Outputs - Products
Sign-in sheets with agenda
Data from Reading Inventory
Lesson plans
School time schedule
Remediation/RTI rosters
Expenditure Reports/Purchase Orders

OUTCOMES
Our GNPNAFL rating for BB5C will move from Emerging to Operational

Annually increase the number of students in the areas of proficient or better as measured by the Lexile level on the Reading Inventory.

Based on state-mandated tests, annually increase the number of students at or above grade level on the Lexile level.

Increase the number of students that score proficient in mathematics, science, social studies, and ELA, as measured by the state/system mandated test.

Emergent BB5 - F - Students have access to a wealth of texts that are below, at, and above grade level. (Kindergarten through 12th grade)

Assets
Access to a school-based library is provided to all students. Many reading teachers provide classroom libraries while this does not often occur in other content areas. Students participate in a 1:1 Chromebook program yet lack instruction or guidance on utilizing access to digital text.

Teachers will increase student access to print and digital print material to expand possibilities for instruction and provide opportunities to engage with technology and text.

Outputs- Activities
Interdisciplinary planning to target specific learning goals of all students while implementing literacy-focused lessons and differentiating based on student Lexile levels.

Develop and provide students with routine, regular access to print resources in the classroom.

Develop an interdisciplinary bookroom with resources which are at, above, and below grade level for use by all in instruction.

Outputs-Products
Professional development
Sign-in sheets
Minutes from meetings
Expenditure Report

OUTCOMES
Our GNPNAFL rating for BB5F will move from Emergent to Operational

Annually increase the number of classrooms with relevant classroom libraries of high interest content text.

Create an interdisciplinary bookroom with units organized by subject including high-interest literature, anchor texts, as well as disposables to increase literacy-focused lessons across all subjects.

Provide students with access to high-interest informational texts - such as magazines, newspaper, etc. - at all levels

Increase the number of students that score proficient in mathematics, science, social studies, and ELA, as measured by the state/system mandated test.

Cook Elementary School Literacy Plan - Assets and Needs

Cook Elementary School initiated the GaDOE Comprehensive Needs Assessment process (CNAs) and created revised CNA based on school improvement plans in July 2019. When reviewing needs assessments, it was clear that further expertise and guidance were required to develop quality literacy plans. In addition to the CNA, stakeholders used the GaDOE Building Blocks (BB) in both the Georgia Plan Birth-to-Five Needs Assessment for Literacy and the Georgia Literacy Plan Needs Assessment for Literacy (K-12), as guides to drill down to more specific literacy assets and needs.

In the spring of 2018, after experiencing a CCRPI score of 62 and only 24.4% of students reading proficiently, the superintendent and Board of Education took extreme measures to change the failing school. The existing administrative team was charged with facilitating the turnaround. Instructional practices and resources were no longer adequate to meet the needs of the students. Our school was found disproportionate in the number of students in subgroups (Black, Hispanic, English Language Learners, and Students with Disabilities). Upon reflection, our school will need to consistently focus on literacy across all content areas. To achieve this, we will become a data-driven school with literacy leadership teams who facilitate professional learning and initiatives to collaborate with community partners in order to increase proficiency in literacy among our students. In 2019, the Georgia School Board Association and Georgia Leadership Institute for School Improvement facilitated the development and collaborative effort of a District Improvement Team. The Team initially invited community stakeholders, parents, teachers, and administrators to a townhouse meeting to identify district strengths and weaknesses. Upon reflection, literacy emerged as a districtwide deficit.

Past and Current Instructional Initiatives
Multi Tiered System of Supports/Response To Intervention (3-5)
Governor's Office of Student Achievement Growing Readers (3rd grade) 2 out of 12 teachers
Early Intervention Program (3-5)
STEM Scopes (3-5)
HMH Journeys (3-5)
HMH Go Math! (3-5)
Exact Path (3-5)
TEAM (ESOL)
Flexible Learning Plan (GaDOE Focus List)

CES Need 1 as identified during needs assessment process **(BB3)**
Data: According to ELA GMAS 2019 data, 72.70% of third, fourth, and fifth graders scored below proficient. GMAS Lexile levels indicate that 63.72% (match to district) of third, fourth, and fifth graders in Cook County read below grade level.

Current Activities linked to **Assets** during needs assessment process
Operational: Continue using the CES master schedule which implements a 90 minute literacy block with adequate planned collaboration between teachers. **(BB5C).**
Emerging: While a scheduled 90 minute literacy block is implemented, small group with differentiated instruction is not evident in all classrooms . **(BB3C)**

Currently, there is a focus to ensure that all students receive GSE aligned instruction in all classrooms. FY 2014 school year, a comprehensive research-based ELA program began implementation. CES is in its third year of implementing research-based interventions. The school administers a universal screener at the beginning, middle, and end of the year to track and monitor the progress of all students and maintain fluidity of students receiving interventions. Professional Learning Communities regularly update, review, and track data for all students and celebrate progress.
We will continue to utilize our existing data team (**BB4G**).

We will ensure all 3-5 students receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, independent reading, small group reading interventions, developing academic English, explicit writing instruction, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high-quality texts. We expand our existing data team to include CES CCRPI Champions.

Outputs - Activities	**Outputs - Products**
Students will receive an evidence-based curriculum that will ensure adequate delivery of Georgia standards (GADOE L4GA)	Classroom Observation Data
Implement a vertically and horizontally articulated literacy plan aligned to the Georgia standards.	Classroom data
Identify and purchase materials necessary to implement the plan at each level.	Resource inventory and usage report
Provide professional learning on best practices in writing instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide professional learning on best practices in reading instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide access to high volumes of rigorous text both print and digital, fiction and nonfiction, that support all Georgia standards content areas (GADOE L4GA).	Documentation of purchase and use
Opportunities for extended literacy-based instruction support.	Documentation of attendance and universal screening data

Outcomes
Annually increase the number of students prepared for grades 3-5 by decreasing the numbers of students who qualify for Early Intervention Program services upon entry to each grade.

Annually increase proficiency of students progressing as expected according to GMAS, Reading Inventory, and DIBELS Oral Reading Fluency (in third grade only).

Annually increase the number of students' Lexile growth from the beginning and end of each grade level (3-5) as measured by Reading Inventory.

Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level

Decrease the number of third grade students reading below proficient as measured by the EOG ELA GMA from 63.72% in FY 2019 to less than 50% by FY 2025.

By 2025, literacy instruction and student achievement at CES will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CES Need 2 as identified during needs assessment process
Ensure a consistent literacy focus across content areas (**BB5**)
Operational: Most staff display high expectations and use developmentally appropriate practice (**BB5B**).
Operational: Interventions and disciplinary literacy is taking place in most content areas (**BB5C**).
Not Evident: Limited professional learning has been provided for literacy instruction, with emphasis in writing across all content areas (**BB5D and BB6B**).
Not Evident: Limited instructional strategies are used to build stamina and engagement in reading and writing which includes, but not limited to English Language Learners (**BB5E**).
Not Evident: Students' access to print is limited, not grade level appropriate and/or not adequate for content instruction. Students have limited access to digital print or opportunities to engage with technology (**BB5F**).

Current Activities linked to **Assets** during needs assessment process
Parent and teacher survey data indicates that most staff display high expectations. Currently, most teachers are in the process of implementing standards-based instruction. The current CES master schedule includes a 90 minute literacy block and a plan is in place to allow all teachers time for collaborative planning.

All teachers at CES will exhibit high expectations aligned to Georgia standards, grounded in developmentally-appropriate practice with a focus on student interest for all learners, as evidenced through daily instruction. All students will receive effective writing instruction across all content areas. Teachers will provide engaging daily instruction in which students read and write enough to build stamina and meet ELA expectations. Students will have access to a wealth of texts that are below, at, and above grade level through a transitional and cohesive literacy initiative K-5.

Outputs - Activities	**Outputs - Products**
Implement a vertically and horizontally articulated literacy plan aligned to the Georgia standards.	Classroom data, Lesson plans, Classroom observations
Identify and purchase materials necessary to implement the plan at each level.	Resource inventory and usage report
Provide professional learning on best practices in writing instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide professional learning on best practices in reading instruction in all subject areas.	Documents to support PLC implementation including evals of PL

Provide professional learning on best practices for increasing academic language proficiency among English Language Learners	Documents to support PLC implementation including evaluations of PL
Provide access to high volumes of leveled rigorous text both print and digital, fiction and nonfiction, that support all Georgia standards content areas (GADOE L4GA).	Documentation of purchase and use
Support staff will receive explicit professional learning on best practices related to literacy instruction in the support classroom (Music, PE, Art, STEM, Speech, Media Specialist, Teacher Assistants, etc.).	Documents to support PLC implementation including evaluations of PL

Outcomes
By 2025, increase the number of students in grades 3-5 who demonstrate grade-level proficiency in writing as measured by ELA GMAS.

Increase the number of third, fourth, and fifth grade students performing on or above grade-level as measured by the EOG ELA GMAS from 27.30% in FY 2019 to more than 50% by FY 2025.

By 2025, literacy instruction and student achievement at CES will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CES Need 3 as Identified during needs assessment process
Emergent The community at large meets sporadically with school leaders but few data sets are shared. Services may not be fully correlated to data (**BB1C**). Currently, there are learning supports in the community, but there is no collaboration to support classroom literacy instruction (**BB3F**).

Current Activities linked to **Assets** during needs assessment process
Historically, the school has collaborated with the following community organizations: School Council, Cook County Library, Boys and Girls Club, RESA/Growing Readers, and 4-H.

We will ensure that regularly planned meetings with community organizations and school leaders will be data driven and literacy focused. We will provide positive role models to support literacy. We will demonstrate a commitment to literacy by convening partners to focus on literacy-related activities together. We will work to provide and promote access to large volumes of engaging, rigorous high-quality text, in both print and digital form, fiction and nonfiction, that support the GSE in all content areas.

Outputs - Activities	**Outputs - Products**
CES administration will serve and facilitate a Literacy Learning Community which will participate in developing and achieving literacy goals.	Documents that support active participation in the Literacy Learning Community.
Purchase resources to provide high volumes of leveled rigorous text, in both print and digital formats, fiction and nonfiction, that support all Georgia standards content areas.	Resource inventory, Usage reports

Print, audio, and social media will be utilized to communicate and promote the goals of literacy through the community at large.	Documentation from traditional and social media sources
School stakeholders will network with community organizations to provide incentives and rewards to celebrate academic successes publically.	Documents that show community organizations' resource and service contributions
Create and unify a Literacy Learning Community at all levels that convenes to establish a data-driven focus on literacy.	Establish protocols, meeting agendas, minutes, and literacy goals

Outcomes

Improve access to a variety of resources and activities that improve language development and literacy outcomes.

By 2025, improve the Georgia Literacy Plan Needs Assessment BB1C rating from Emergent to Fully Operational.

Annually increase proficiency of students progressing as expected according to GMAS, Reading Inventory, and DIBELS Oral Reading Fluency (in third grade only).

Annually increase the number of students' Lexile growth from the beginning and end of each grade level (3-5) as measured by Reading Inventory.

Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level.

By 2025, literacy instruction and student achievement at CES will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CES Need 4 as identified during needs assessment process
Operational: A school literacy leadership team is formed and has planned and implemented literacy-based family-engagement night (**BB2B**).
Exemplary: Administrators lead the initiative to research evidence-based literacy instruction and participation in professional learning with their faculty (**BB2A**). The effectiveness of literacy instruction is routinely monitored by analysis of student achievement data and teacher observation data and communicated regularly throughout the year (**BB2C**).

Current Activities linked to **Assets** during needs assessment process
A school literacy leadership team has been formed, members have been identified, and goals and objectives have been somewhat defined. Currently, CES Principal leads Professional Learning Communities focusing on continuous improvement of instruction and increasing student achievement. Administrators strategically review literacy data with staff, both collectively and individually.

CES school literacy leadership team will meet regularly and consist of educators across content areas to follow through with previously established goals and objectives and begin affecting change in educator practices relating to literacy instruction. Further, the team will make decisions and recommendations based on literacy data.

Outputs - Activities	Outputs - Products
The CES administrators and/or teacher leaders will lead literacy-focused professional development.	PL documentation including evaluations of PL
The literacy team will develop data-driven literacy goals and implement initiatives for improved literacy across all content areas and support specialists.	Agendas, minutes, goals, and observations indicating procedures and expectations followed
Students will have access to high quality print and digital materials, fiction and nonfiction, that support all Georgia standards content areas.	Resource inventory and usage report
The literacy leadership team will provide literacy training to CES stakeholders to improve literacy outcomes for birth-12.	Agendas, minutes, and observations indicating procedures and expectations followed

Outcomes

Improve access to a variety of resources and activities that improve language development and literacy outcomes.

Annually increase proficiency of students progressing as expected according to GMAS, Reading Inventory, and DIBELS Oral Reading Fluency (in third grade only).

Annually increase the number of students' Lexile growth from the beginning and end of each grade level (3-5) as measured by Reading Inventory.

Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level.

By 2025, literacy instruction and student achievement at CES will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

Cook Primary School Literacy Plan - Assets and Needs

Cook Primary School initiated the GaDOE Comprehensive Needs Assessment process (CNAs) and created revised CNA based on school improvement plans in July 2019. When reviewing needs assessments, it was clear further expertise and guidance were required to develop quality literacy plans. In addition to the CNA, stakeholders used the GaDOE Building Blocks (BB) in both the Georgia Plan Birth-to-Five Needs Assessment for LIteracy and the Georgia Literacy Plan Needs Assessment for Literacy (K-12), as guides to drill down to more specific literacy assets and needs.

In the spring of 2018, after experiencing a CCRPI score of 50.5% and only 28.57% of third grade students reading proficiently, the superintendent and Board of Education took extreme measures to change the failing school. The existing administrative team was charged with facilitating the turnaround. Instructional practices and resources were no longer adequate to meet the needs of the students. In 2019, the Georgia School Board Association and Georgia Leadership Institute for School Improvement facilitated the development and collaborative effort of a District Improvement Team. The Team initially invited community stakeholders, parents, teachers, and administrators to a townhouse meeting to identify district strengths and weaknesses. Upon reflection, literacy emerged as a districtwide deficit.

Past and Current Instructional Initiatives
Multi Tiered System of Supports/Response To Intervention (K-2)
Governor's Office of Student Achievement Growing Readers (K-2) - 6 out of 34 teachers
Early Intervention Program (Pre-K-2)
Saxon Phonics (K-1)
HMH Journeys (K-2)
HMH Go Math! (K-2)
Exact Path (K-2)
TEAM (ESOL)
Cox Campus Read Write from the Start "Power of Vocabulary" modules (Pre-K)

CPS Need 1 as identified during needs assessment process
Data: According to ELA GMAS 2019 data, 67.86% of third graders scored below proficient. GMAS Lexile levels indicate that 64.43%of third graders in Cook County read below grade level.

Current Activities linked to **Assets** during needs assessment process
Operational: Continue to provide 90 minutes of evidenced-based core instruction to K-2 students. All students receive direct, explicit instruction in reading K-2 (**BB3C**). Continue to utilize an infrastructure for on-going, formative and summative assessments (**BB4B**). Continue to provide research based leveled literacy instruction to identified K-2 students (**BB4**).
Currently, there is a focus to ensure that all students receive GSE aligned instruction in all classrooms. FY 2020 school year, a comprehensive K-1 phonics program was implemented. CPS is in its third year of implementing research-based interventions. The school administers a universal screener at the beginning, middle, and end of the year to track and monitor the progress of all students and maintain fluidity of students receiving interventions. Professional Learning

Communities regularly update, review, and track data for all students and celebrate progress.
We will continue to utilize our existing data team (**BB4G**).

We will ensure all K-2 students receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, independent reading, small group reading interventions, developing academic English, explicit writing instruction, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high-quality texts. We expand our existing data team to include CPS CCRPI Champions.

Outputs - Activities	Outputs - Products
Students will receive an evidence-based curriculum that will ensure adequate delivery of Georgia standards (GADOE L4GA)	Classroom Observation Data
Implement a vertically and horizontally articulated literacy plan aligned to the Georgia standards.	Classroom data
Identify and purchase materials necessary to implement the plan at each level.	Resource inventory and usage report
Provide professional learning on best practices in writing instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide professional learning on best practices in reading instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide access to high volumes of rigorous text both print and digital, fiction and nonfiction, that support all Georgia standards content areas (GADOE L4GA).	Documentation of purchase and use

Outcomes
Annually increase the number of students prepared for kindergarten by decreasing the numbers of students who qualify for Early Intervention Program services upon entry to Kindergarten

Annually increase proficiency of students progressing as expected according to GKIDS and DIBELS Next in First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency

Annually increase the number of students who register a Lexile at the beginning and end of third grade as measured by Reading Inventory

Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level

Decrease the number of third grade students reading below proficient as measured by the EOG ELA GMA from 67.86% in FY 2019 to less than 50% by FY 2025.

By 2025, literacy instruction and student achievement at CPS will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CPS Need 2 as identified during needs assessment process
Ensure a consistent literacy focus across the curriculum (**BB5**)
Operational: Most staff display high expectations and use developmentally appropriate practice (**BB5B**).
Operational: Interventions and disciplinary literacy is taking place in most content areas (**BB5C**).
Not Evident: Limited professional learning has been provided for writing (**BB5D**).
Not Evident: Limited instructional strategies are used to build stamina in reading and writing (**BB5E**).
Not Evident: Students' access to print is limited, not grade level appropriate and/or not adequate for content instruction. Students have limited access to digital print or opportunities to engage with technology (**BB5F**).

Current Activities linked to **Assets** during needs assessment process
Parent and teacher survey data indicates that most staff displays high expectations. Currently, most teachers are in the process of implementing standards-based instruction. Currently, CPS master schedule includes a 90 minute literacy block and a plan is in place to allow all teachers time for collaborative planning.

All teachers at CPS will exhibit high expectations aligned to Georgia standards, grounded in developmentally-appropriate practice with a focus on student interest for all learners, as evidenced through daily instruction. All students will receive effective writing instruction across the curriculum. Teachers will provide engaging daily instruction in which students read and write enough to build stamina and meet ELA expectations. Students will have access to a wealth of texts that are below, at and above grade level.

Outputs - Activities	Outputs - Products
Implement a vertically and horizontally articulated literacy plan aligned to the Georgia standards.	Classroom data, Lesson plans, Classroom observations
Identify and purchase materials necessary to implement the plan at each level.	Resource inventory and usage report
Provide professional learning on best practices in writing instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide professional learning on best practices in reading instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide access to high volumes of rigorous text both print and digital, fiction and nonfiction, that support all Georgia standards content areas (GADOE L4GA).	Documentation of purchase and use

Outcomes
By 2025, increase the number of students in grades K-2 who demonstrate grade-level proficiency in writing as measured by rubrics created by the GADOE.

Increase the number of third grade students performing on or above grade-level as measured by the EOG ELA GMAS from 32.14% in FY 2019 to more than 50% by FY 2025.

By 2025, literacy instruction and student achievement at CPS will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CPS Need 3 as Identified during needs assessment process
Emergent The community at large meets sporadically with school leaders but few data sets are shared. Services may not be fully correlated to data (**BB1C**). Currently, there are learning supports in the community, but there is no collaboration to support classroom literacy instruction (**BB3F**).

Current Activities linked to **Assets** during needs assessment process
Historically, the school has collaborated with the following community organizations:
Family Connections, School Council, Birth to 8 Leadership Team (DECAL), Cook County Library, Baby Hornets, Candy Canes Learning Center, Babies Can't Wait/Early Intervention Program, RESA/Growing Readers

We will ensure that regularly planned meetings with community organizations and school leaders will be data driven and literacy focused. We will provide positive role models to support literacy. We will demonstrate a commitment to literacy by convening partners to focus on literacy-related activities together. We will work to provide and promote access to large volumes of engaging, rigorous high-quality text, in both print and digital form fiction and non-fiction, that support the GSE in all content areas.

Outputs - Activities	**Outputs - Products**
The Pre-K director will serve on the Birth to 8 Leadership Team (DECAL) which will participate in developing and achieving literacy goals.	Documents that support active participation in Birth to 8 Leadership team
Purchase resources to provide high volumes of rigorous text, in both print and digital formats, fiction and nonfiction, that support all Georgia standards content areas.	Resource inventory, Usage reports
Print, audio, and social media will be utilized to communicate and promote the goals of literacy through the community at large.	Documentation from traditional and social media sources
School stakeholders will network with community organizations to provide incentives and rewards to celebrate academic successes publically.	Documents that show community organizations' resource and service contributions
Create and unify a Literacy Learning Community at all levels that convenes to establish a data-driven focus on literacy.	Establish protocols, meeting agendas, minutes, and literacy goals

Outcomes
Improve access to a variety of resources and activities that improve early language development and literacy outcomes.

By 2025, improve the Georgia Literacy Plan Needs Assessment BB1C rating from Emergent to Fully Operational.

Annually increase proficiency of students progressing as expected according to KIDS and DIBELS Next in First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency and share with stakeholders.

Annually increase the number of students who register a Lexile at the beginning and end of third grade as measured by the Reading Inventory.

By 2025, literacy instruction and student achievement at CPS will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CPS Need 4 as identified during needs assessment process
Operational: A school literacy leadership team is formed and has planned and implemented literacy-based family-engagement night (**BB2B**).
Exemplary: Administrators lead the initiative to research evidence-based literacy instruction and participation in professional learning with their faculty (**BB2A**). The effectiveness of literacy instruction is routinely monitored by analysis of student achievement data and teacher observation data and communicated regularly throughout the year (**BB2C**).

Current Activities linked to **Assets** during needs assessment process
A school literacy leadership team has been formed, members have been identified, and goals and objectives have been defined. Currently, CPS Principal leads Professional Learning Communities focusing on continuous improvement of instruction and increasing student achievement. Administrators strategically review literacy data with staff, both collectively and individually.

CPS school literacy leadership team will meet regularly to follow through with previously established goals and objectives to begin affecting change in educator practices relating to literacy instruction. Further, the team will make decisions and recommendations based on literacy data.

Outputs - Activities	Outputs - Products
The CPS administrators and/or teacher leaders will lead literacy-focused professional development.	PL documentation including evaluations of PL
The literacy team will develop data-driven literacy goals and implement initiatives for improved literacy across all content areas.	Agendas, minutes, goals, and observations indicating procedures and expectations followed
Students will have access to high quality print and digital materials, fiction and nonfiction, that support all Georgia standards content areas.	Resource inventory and usage report
The literacy leadership team will provide literacy training to CPS stakeholders to improve literacy outcomes for birth-12.	Agendas, minutes, and observations indicating procedures and expectations followed

Outcomes
Improve access to a variety of resources and activities that improve early language development and literacy outcomes.

Annually increase proficiency of students progressing as expected according to GKIDS and DIBELS Next in First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency and share with stakeholders.

Annually increase the number of students who register a Lexile at the beginning and end of third grade as measured by the Reading Inventory.

By 2025, literacy instruction and student achievement at CPS will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

CPS Need 5 as identified during needs assessment process
Not Evident: Currently, collaborative professional learning in developing oral language and pre-literacy skills is not evident between all staff and/or faculties of local daycares, Head Start, and Georgia Pre-K (**BB6A**).
Emerging: Currently, only certified personnel who teach ELA standards (Pre-K-2) participate in professional learning on the use of their instructional reading program or content literacy instruction (**BB6B**).

Current Activities linked to **Assets** during needs assessment process
Pre-K lead and assistant teachers receive professional learning in developing oral language and pre-literacy skills, and they display evidence-based instruction in their daily practice.
Certified personnel who teach ELA standards participate in weekly Professional Learning Community meetings.

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

Outputs - Activities	Outputs - Products
Provide professional learning on best practices in writing instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Provide professional learning on best practices in reading instruction in all subject areas.	Documents to support PLC implementation including evaluations of PL
Support staff will receive explicit professional learning on best practices related to literacy instruction in the support classroom (Music, PE, Art, STEM, Speech, Media Specialist, Teacher Assistants, etc.).	Documents to support PLC implementation including evaluations of PL

Outcomes
Extend access to a variety of resources and activities that improve early language development and literacy outcomes beyond core content classes.

By 2025, literacy instruction and student achievement at CPS will show significant growth as evidenced by the Georgia Literacy Plan Needs Assessment.

Cook High School Literacy Plan: Assets and Needs

The Cook County district and each school initiated the GaDOE **Comprehensive Needs Assessment process** (CNAs) and juxtaposed the 2019-2020 school improvement plan goals for the purpose of reflecting on the Needs Assessment for Birth through 12th Grade. In an effort to implement the goals of the school improvement plan, we have identified our literacy needs, initiated teams and meeting processes, and collaborated on the plan to progress as a school and community. When reviewing the needs assessment, it is clear that while we have shown minimal improvement based on strategies we are currently implementing, with more literacy training and collaboration we can transform our teaching practices with improved literacy. Working cross-curricularly within our schools, vertically within the district, and cooperatively with community partners, we can increase literacy gains across all learning levels of students and close grade-level achievement gaps schoolwide. After the 2018 CCRPI data showed a decrease in achievement scores, the school was prompted to reevaluate procedures and concentrate efforts to fortify our move toward literacy focus. We implemented collaborative planning time and staff professional development, leading to an upswing in our data trends. Despite the increase, comparisons to the state averages show that improvements are imperatively necessary. According to the 2019 GaDOE CCRPI Content Mastery data for Cook High School, the areas of greatest concern include the following subgroups: hispanic, economically disadvantaged, and students with disabilities. Additionally, 56% percent of our school population is considered economically disadvantaged with 40% of the total county population lacking internet access and 24% lacking a home computer system, 61.58% of students are performing below proficient on GA Milestones End of Course ELA assessments, and 44.62% of our students are reading below grade level; these are immediate concerns for literacy intervention.

We realize to unify community driven action with research based instruction, Cook High School must establish concrete partnerships with community stakeholders. These stakeholders have indicated a need for improved literacy skills to increase the preparedness of our students as they enroll, enlist, and become employed. We would like to build on this momentum by increasing community partnerships through mentor programs and career internships. The literacy our community partners require would be bolstered by resources including: one to one technology, stretch-Lexile grade level texts for classroom libraries, and teachers who are certified in reading. To further advance literacy, professional development in the form of cross-curricular literacy training, peer observations, vertical planning, and agreed-upon style manuals would be implemented. To instill literacy across the district, we would like to launch a program in which high school students become literacy role models who engage younger readers by participating in consistent educational mentorship events.

CHS' needs assessment indicates the following areas are emerging:

1. Proactive Lexile Development and Lexile Intervention
2. Vertical Alignment and Cross Curriculum Instruction through Literacy Team
3. Professional Learning
4. Community Partnerships

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CHS Need 1 as identified by the needs assessment process:
Proactive Lexile Development and Lexile Intervention

Emerging: CHS implements reading inventory screenings for all 9th and 10th grade students; however, CHS' tier 1 screenings lack a follow-up protocol for properly addressing student needs and the possibility for intervention. This protocol needs to be established in order to address the fact that 61.58% of students are performing below proficient on GA Milestones End of Course ELA assessments, and 44.62% of our students are reading below grade level **(BB5C)**
Emerging: While CHS has an RTI program, not all teachers are trained on using classroom interventions at the tier 1 level, and the school needs teacher training on the process for RTI tier 2 referral **(BB4F)**.
Emerging: CHS lacks the means to teach college and career ready literacy in the digital age due to a lack of digital and physical resources, such as Chromebooks and internet-based, Lexile-differentiated (stretch Lexile) text sources **(BB5F)**.
Emerging: According to the GADOE, 56% of our school population is economically disadvantaged. Additionally, according to Census.gov's 2014-2018 data, roughly 40% of Cook County households lack access to broadband internet and 24% of households do not have computers. Students need regular access and practice with the internet and computers to become college and career ready and digitally literate. Going 1 to 1 on technology will give families access to a wealth of digital text both at home and in the school **(BB3B and BB5F)**.

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Current activities linked to **assets** during the needs assessment process:

CHS uses literacy screening through Edmentum to identify students that have below grade level Lexile scores. Those students are placed in RTI based on need to receive instructional support and intervention.

The RTI team is planning to educate the faculty on RTI and MTSS through their "Under the Umbrella" digital presentations.

CHS is on track to becoming a 1 to 1 technology school with Chromebooks for instructional use.

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CHS will use digital resources to provide a wealth of text sources, literacy opportunities, and reading interventions for all students in all content areas.

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Outputs - Activities

CHS will create a reading intervention course as an academic elective course for students with low Lexile scores.

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Outputs - Products

● Reading course with a funded reading specialist

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CHS' reading specialist will instruct teachers on reading and writing intervention strategies.	● Documentation for meetings with reading specialist for classroom intervention strategies
CHS will use 1 to 1 technology to engage students in college and career ready digital literacy.	● 1 to 1 technology

Outcomes

Our rural and economically disadvantaged students will gain access to digital technology that is not widely available in their homes.

Students with low Lexile scores will receive additional instruction and support within the school through the reading specialist and/or Lexile-stretching programs/resources to strengthen their literacy skills.

CHS Need 2 as identified by the needs assessment process:
Vertical Alignment and Cross Curriculum Instruction through the Literacy Team

Emerging: CHS sporadically engages in vertical alignment with CMS; the meetings lack follow up **(BB1D and BB3D)**.
Emerging: CHS has piloted programs in which student leaders visit lower grades in order to mentor and engage younger students in educational activities **(BB3F and BB5E)**.
Emerging: CHS has established a dedicated time frame during which teachers can collaborate cross curricularly through its Learning Focused meeting schedule **(BB3D)**.
Emerging: CHS formed a literacy team during the Spring 2020 Semester, and the team is discussing options for vertical alignment and cross curricular activities **(BB5C and BB5D)**.

Current activities linked to **assets** during the needs assessment process:

Pilot programs for strengthening foundations and engaging younger students in educational activities have established procedures for having high school students mentor younger students. In the past, student athletes have on occasion visited and engaged with students in lower grades.

Early Childhood Education pathway students complete a semester internship in the lower grades.

CCS' professional development coordinator has sent surveys to all teachers to determine areas of greatest need in cross curricular and vertical instruction.

CHS has identified champions of literacy in each department to lead their colleagues in literacy development.

CHS will provide opportunities for cross curricular instructional teams to meet and create seamless literacy transitions among disciplines, grades, and schools (BB3D).

Outputs - Activities	Outputs - Products
CHS will meet with its feeder school in order to align literacy expectations and practices. CCS' literacy teams will determine needs within their schools and collaborate to create school reforms in regards to literacy practices. CHS will establish a consistent schedule for literacy team meetings. CHS will establish consistent schedules and practices for students visiting and mentoring lower grades.	- CCS Style and Conventions Manual - Feedback and grading practice norms established - Documentation for literacy team meetings - Process documents for mentoring program - Surveys of literacy mentor program success - Student work exemplars - Documentation and communication of activities through school approved social media to engage the community

Outcomes

During the 2020-2021 school year, literacy teams at all schools will aid teachers in developing from BB1D and BB3D's emerging to operational level by aligning literacy expectations and practices through the development of a style and conventions manual and regular literacy needs assessment, resulting in targeted training and interventions.

High school students are incorporated as literacy role models to engage lower grades students, building a sense of community within Cook County Schools.

CHS Need 3 as identified by the needs assessment process:
Professional Learning

Emerging: All students need to receive cross curricular writing instruction and feedback; however, teachers at CHS do not currently have access to literacy training that instructs teachers across all contents on how to teach literacy **(BB5E and BB6B)**.

Current activities linked to **assets** during the needs assessment process:

CHS is currently engaged in year 2 of Learning Focused professional development that promotes the most effective, evidence-based teaching strategies and emphasizes daily vocabulary and writing instruction in all classes.

CHS will provide opportunities for development in all aspects of literacy and content literacy teaching skills for its administrative and instructional personnel in all content areas (BB6B).

Outputs - Activities	Outputs - Products
Professional learning director will partner with RESA and other outside agencies to source consultants, reading specialists, and training personnel for the training of CHS' faculty. All faculty will participate in ongoing professional learning focused on all aspects of literacy instruction, including training on the use of instructional reading programs and/or disciplinary content literacy instruction.	● Professional learning opportunities and community development ● Observations of teachers with feedback and targeted skill development ● Contracted services

Outcomes

CHS will move from BB5E and BB6B's emerging to operational levels in professional learning across content areas.

During the 2020-2021 school year, all CHS administrative and instructional personnel will receive literacy and content literacy instruction.

The teachers will be expected to implement the learned strategies in their classrooms, and they will receive ongoing, regular observations and instructional support on literacy skills from the administrative team.

CHS Need 4 as identified by the needs assessment process:
Community Partnerships

Emerging: CHS is aware of willing, motivated community partners; however, the school is in the developmental stages of planning on how to utilize community partners. The community partners need a cohesive directive from the school in order to act **(BB1C)**.
Emerging: CHS has recently engaged community leaders through its Report Card Mentorship Program and E3 (Enroll, Enlist, Employ) initiatives; however, these programs are in their infantile stages and need time to gather data to determine success **(BB1C)**.
Not Evident: CHS is not yet formally engaging parents on at home literacy strategies **(BB3B)**.

Current activities linked to **assets** during the needs assessment process:

CHS has plans to invite community members to the school to mentor students on their academic progress; the first community mentor event will be hosted in January 2020 (BB1C).

CHS hosts community business leaders, military recruiters, and college representatives during the E3 event to show students their post high school opportunities. The school does this in order to motivate students to achieve academically and to meet the requirements for these post-secondary options. These events directly relate to the school's Enroll, Enlist, and Employ mission. The sentiment from community partners in the Cook strategic planning meeting was that students do not have the literacy skills to be productive members of the

community; the E3 event gives these community partners an opportunity to voice these concerns directly to the students they seek to employ (BB1C).

CCS' school administrative team meets with community stakeholders including teachers, parents, business leaders, student representatives, religious leaders, and local government representatives through Cook County's Strategic Planning Meetings (BB1C).

CHS will make use of community resources in order to set appropriate expectations for student literacy development (BB1C).

Outputs - Activities	Outputs - Products
CHS will continue to engage and strengthen relationships with community stakeholders. CHS will establish acceptable protocols and procedures for 1 to 1 technology with community partners in order to increase literacy resources in the community and homes. CHS' reading specialist will be tasked with communicating with and engaging stakeholders on literacy in the community and home.	● Documentation from strategic planning meetings and reading specialist's meetings ● Process documents for protocols and procedures ● Documentation of the results of reading specialist activities

Outcomes

Discussions between the reading specialist and community stakeholders concerning 1 to 1 technology will lead to the spread of technology and literacy resources throughout Cook County. The goal is to engage and motivate local community and business leaders to invest in internet access across the county in order to spread access to digital resources that will garner the literacy skills for college and career readiness (BB1C and BB3B).

The reading specialist will present at home literacy strategies to parents in order to provide supplemental education support at home (BB3B).