

Application: Glascock County B5 Project

Jessica Miller - jmiller@glascock.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000026
Last submitted: Feb 10 2020 01:03 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Glascock County

District Contact Information

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

Name	Jessica Miller
Position	Federal Programs Director
Email	jmiller@glascock.k12.ga.us
Phone	7065982291

Grant Fiscal Agent MOU

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

[GlascockCountyMOU.pdf](#)

Filename: GlascockCountyMOU.pdf **Size:** 409.8 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[GlascocountyCOI.pdf](#)

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

Previous Grantee

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

no

Growing Readers

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

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

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

[GlascocountyDistrictNarrative.pdf](#)

Filename: GlascocountyDistrictNarrative.pdf **Size:** 327.4 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.

[GlascocountyMgtPlan.pdf](#)

Filename: GlascocountyMgtPlan.pdf **Size:** 124.5 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)

[GlascockCountyNeedsRoot.pdf](#)

Filename: GlascockCountyNeedsRoot.pdf **Size:** 305.2 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 (GFPC; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[GlascockCountyProjGoals.pdf](#)

Filename: GlascockCountyProjGoals.pdf **Size:** 179.4 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

[GlascockCountyDataAnalysis.pdf](#)

Filename: GlascockCountyDataAnalysis.pdf **Size:** 110.5 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.)

[GlascockCountyPL.pdf](#)

Filename: GlascockCountyPL.pdf **Size:** 125.1 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

[GlascockCountyResources.pdf](#)

Filename: GlascockCountyResources.pdf **Size:** 95.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

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

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

Notes:

Unallowable Expenditures

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

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

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

[GlascockCountyBudget.pdf](#)

Filename: GlascockCountyBudget.pdf **Size:** 179.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[GlascockCountyevidence.pdf](#)

Filename: GlascockCountyevidence.pdf **Size:** 118.6 kB

[GlascockCountycommittment.pdf](#)

Filename: GlascockCountycommittment.pdf **Size:** 5.6 MB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Glascock County
School or Center Name	Glascock County Early Learning Initiative
System ID	662
School ID	0001

Non-traditional Grade Configuration

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

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

B5

Level

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

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

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

Number of Certified Teachers in School

3

Number of Paraprofessionals or Teaching Assistants in School

2

Principal or Director

Name	Ann Cantrell
Position	Pre-K Director/Elementary Principal
Email	acantrell@glascock.k12.ga.us
Phone	706-598-2121

L4GA 2019 School Contact

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

Name	Ann Cantrell
Position	Pre-K Director/Elementary Principal
Email	acantrell@glascock.k12.ga.us
Phone	706-598-2121

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

[GlascocountyB5Plan](#)

Filename: GlascocountyB5Plan.pdf **Size:** 182.0 kB

Section 8: School/Center Literacy Plans

Glascok County Birth to Five Literacy Plan

There are limited opportunities in Glascok County for literacy with the birth to five age, excluding Pre-K. The county has one family operated childcare, one Head Start classroom through a partnership with Washington County Head Start, and two Pre-K classrooms at Glascok County Elementary School. As part of the needs assessment process for Birth to Five, the school district conducts child find screeners on all three and four-year-old children within the county who are enrolled in Head Start and Glascok County Pre-K, as well as any three or four-year-old in the community with a suspected disability. During the 2019-2020 school year, 57 children were screened in October and November using the DIAL-4. On the literacy component, 16% scored in the Potential Delay category. Benchmarks administered to kindergarten students at the beginning of the year indicate that 33.3% of students entering kindergarten were able to identify all letters and only 13.3% were able to identify all letter sounds. Ann Cantrell is the Pre-K Director; she also serves as the principal for the elementary school and serves on the District Literacy Outreach Team. The L4GA grant would provide the resources and professional development to reach out into our community to the birth to five population and families to build capacity and an awareness of the importance of literacy and the development of foundational skills.

Building Block #1: Coherent Instructional System (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Glascok County has a partnership with Washington County Head start in which a head start class is held within the county • Glascok County School District includes a Pre-K program. • Glascok County School partners with Family Connections and Communities in Schools of Glascok County. 	<ul style="list-style-type: none"> • There is no deliberate plan to reach all students birth to five with literacy materials. • The Head Start program is operated by a neighboring county. • There is only one daycare in the county.
<p>Concern: Some students are entering school with little literacy exposure.</p> <p>Root Causes: Many families within the county live at poverty level. Some families may not have knowledge nor education to work with their young students on literacy.</p> <p>Current Practices: Some 2 and 3-year olds are served through head start. Some 4-year olds are served through Pre-K. There is one home-based daycare within the county.</p> <p>Action Steps: A key component to effecting change in literacy is to hire a literacy coach. Then the following will be implemented:</p> <ul style="list-style-type: none"> • The process to join the Get Georgia Reading campaign has been started. • Establish a Glascok County Literacy Initiative Outreach Team and schedule bi-monthly meetings. • Develop a core literacy plan for birth to five. • Encourage participation in head start and Pre-k for all families within the county. • Educate parents of young students (younger than school age) on ways to expose their students to literacy <p>Sustainability: The Glascok County Literacy Initiative Outreach Team will coordinate activities targeting the birth to five age group. The literacy team will ensure sustainability of initiatives for students birth to five.</p> <p>Measurable Outcomes:</p>	

- Glascock County Literacy Initiative Outreach Team agendas
- *Increased student performance on initial Peabody Picture test (August 2020 baseline)*
- *Increased student performance on initial DIAL 4 test (August 2020 baseline)*
- *Increased student performance on initial Phonology Awareness Literacy test (August 2020 baseline)*
- *GKIDS data regarding kindergarten readiness*

Building Block #2: Community and Family Engagement (Overarching Needs #1, #3, & #5)

Strengths	Weaknesses
<ul style="list-style-type: none"> • PTO is established and annual meetings scheduled • Two parent nights per year scheduled • Mentor program established • Bingo for books during PTO • Great participation K-12 in annual open house 	<ul style="list-style-type: none"> • Low parent participation when parent events are held • Difficulty finding enough mentors for mentor program • No coordinated program with local government, business, or religious groups

Concern: Little parental involvement and inconsistent community engagement

Root Causes: Parents work outside of the county and do not participate in evening activities. There is no plan for organized community involvement.

Current Practices: PTO meetings are held quarterly. Open house is held at the beginning of the year. Various community partners facilitate Work Based Learning experiences for high school students. A mentoring program is established.

Action Steps:

- Develop Glascock County Literacy Initiative Outreach Team and begin quarterly meetings.
- Develop a plan to coordinate community partners with reading materials for families.
- Partner with each church in the county to provide books and literacy information to students who attend each church and church functions
- Partner with businesses in the community to set up book displays where students can receive free books and literacy information.
- Partner with community events to provide free reading materials to families: Mitchell Fest, Christmas celebration/parade in Gibson, Halloween in Mitchell, etc.
- Continue to provide childcare during parent events at the school.
- Continue to provide dinner options on the nights of parent events at the school.
- Conduct a parent workshop on literacy for parents with students ages birth to 5
- Advertise for parents of newborns to contact the school system to receive a Newborn Literacy Packet.

Sustainability: The Glascock County Literacy Initiative Outreach Team will develop a system for maintaining a representative group of community members. The team will create teams responsible for subgroup meeting with and maintaining a supply of materials with each community group (local business, local government, local churches, and community events.) In addition, the team will begin to seek out methods for supplying reading materials after this grant is over to ensure this aspect of the literacy plan continues.

Measurable Outcomes:

- Sign in sheets, agendas, minutes (including action plans), photos and publications from parent/community literacy events posted on school Facebook, school website, and local newspaper

Building Block #3: Engaged Leadership (Overarching Needs #1, #2, & #3)	
Strengths	Weaknesses
<ul style="list-style-type: none"> Principals have developed a positive school climate with staff, students, and parents Pre-K director is also the elementary principal 	<ul style="list-style-type: none"> Limited opportunity for school system leaders to participate because of the lack of an existing birth to five infrastructure Pre-K director is also the elementary principals (limits the amount of time she has to support teachers and instruction) There is only one daycare provider in the county (a homebased provider who is limited to serving eight children)
<p>Concern: There is currently no organized birth to five infrastructures to coordinate efforts to expose parents of newborns with literacy guidance and books for birth to five children.</p> <p>Root Causes: The small size and rural location of the county itself leads to limited opportunities for wrap-around services due to limited resources and distance from services like dental, medical, and mental health providers.</p> <p>Current Practices: Head Start operates in the county (separate from the school system). There are two Pre-K classrooms. There is one home-based daycare provider.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Develop a Glascock County Literacy Initiative Outreach Team (which will work with the District Literacy Leadership team) Conduct quarterly Glascock County Literacy Initiative Outreach Team meetings Develop a plan to coordinate providing community partners with reading materials for families Partner with community events to provide free reading materials for families: Mitchel Fest, Christmas parade in Gibson, Halloween in Mitchell. Partner with local government agencies, local businesses, homecare daycares, and religious institutions to provide free reading materials to families Strengthen partnership with the public library and its reading program to expand the birth to five summer program to be a yearlong program Strengthen collaboration with Head Start leadership The process to join the Get Georgia Reading campaign has been started. <i>Provide professional learning to day care providers within the county.</i> <p>Sustainability: The Glascock County Literacy Initiative Outreach Team will continue to function after the grant ends. This team will work to find partners to maintain supplying families with reading materials and books.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Glascock County Literacy Initiative Outreach Team agendas Increased student performance on initial Peabody Picture test (August 2020 baseline) Increased student performance on initial DIAL 4 test (August 2020 baseline) Increased student performance on initial Phonology Awareness Literacy test (August 2020 baseline) Number of welcome packets delivered to newborns in the county (baseline 2021/2022) GKIDS data (baseline 2019/2020) WSO data (baseline 2019/2020) 	

Building Block #4: Positive Learning Environment (Overarching Needs #1, #2, & #3)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Glascock County has a partnership with Washington County Head start in which a head start class is held within the county • Glascock County School District includes a Pre-K program which participates in the PBIS program. • Glascock County School partners with Family Connections and Communities in Schools of Glascock County. 	<ul style="list-style-type: none"> • There is no deliberate plan to reach all students birth to five with literacy materials. • The Head Start program is operated by a neighboring county. • There is only one daycare in the county. • There are no dental providers, general medical providers, or mental health providers in the county.
<p>Concern: There is currently no organized birth to five infrastructures to coordinate efforts to expose parents of newborns with literacy guidance and books for birth to five children. Parents have little to no contact with the school until their child becomes a student in Pre-K or Kindergarten.</p> <p>Root Causes: The small, rural, and underserved culture of the county keeps families and children estranged until there is a perceived need to interact (beginning Pre-K or Kindergarten). The limited wrap-around services and jobs within the county limit interactions with the school as well.</p> <p>Current Practices: The Pre-K classrooms participate in the school-wide PBIS program. Pre-K parent orientation as well as a transition program from Pre-K to Kindergarten.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Create a welcoming environment for parents of newborns by <ul style="list-style-type: none"> ○ Sending newborn literacy packets to parents ○ Advertise availability of resources for parents of newborns on school’s website ○ Host parent literacy outreach workshops for parents of newborns ○ Have a presence at community events <p>Sustainability: The Glascock County Literacy Initiative Outreach Team will continue to function after the grant ends. This team will work to maintain efforts to reach parents of newborns and make them feel welcome at the school and that the school is a supportive resource for them.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Glascock County Literacy Initiative Outreach Team agendas • Increased student performance on initial Peabody Picture test (August 2020 baseline) • Increased student performance on initial DIAL 4 test (August 2020 baseline) • Increased student performance on initial Phonology Awareness Literacy test (August 2020 baseline) 	

Building Block #5: Professional Capacity (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • A mentor program is in place for new Pre-K teachers • Staff turn-over is low 	<ul style="list-style-type: none"> • Little to no collaboration between Pre-K and Head Start • Lack of community organizations to assist families with early literacy resources • Pre-K teacher interactions with parents is limited
<p>Concern: There is currently no organized birth to five infrastructures nor individuals or institutions assigned to the task of educating parents of newborns or providing those parents with reading materials.</p>	

Root Causes: The small, rural, and underserved culture of the county keeps families and children estranged until there is a perceived need to interact (beginning Pre-K or Kindergarten). The limited resources of the school system and other groups in the county do not provide for reaching this segment of the community.

Current Practices: There is a Pre-K parent night for families with children entering Pre-K. Pre-K teachers receive annual training from Bright from the Start.

Action Steps:

- Train Glascock County Literacy Initiative Outreach Team members on research-based birth to five literacy practices and coursework such as Ready, Set, Read sponsored by our P-20 partner Augusta University
- Seek additional literacy training for Pre-K teachers and paraprofessionals.
- Provide workshops and coursework such as Ready, Set, Read sponsored by our P-20 partner Augusta University for Head Start teachers and community volunteers
- Provide workshops for parents of newborns to learn about literacy.

Sustainability: The Glascock County Literacy Initiative Outreach Team will continue to function after the grant ends. This team will work to maintain efforts to reach parents of newborns and make them feel welcome at the school and that the school is a supportive resource for them.

Measurable Outcomes:

- Glascock County Literacy Initiative Outreach Team agendas
- ***Increased student performance on initial Peabody Picture test (August 2020 baseline)***
- ***Increased student performance on initial DIAL 4 test (August 2020 baseline)***
- ***Increased student performance on initial Phonology Awareness Literacy test (August 2020 baseline)***
- Number of parent workshops provided/parent surveys
- Number of professional learning sessions

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

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

c. Remedies for Nondisclosure

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

III. Incorporation of Clauses

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

Conflict of Interest & Disclosure Policy

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



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

James N. Holton, Jr. /Superintendent

Typed Name of Fiscal Agency Head and Position Title

2/10/2020

Date



Signature of Applicant's Authorized Agency Head (required)

James N. Holton, Jr./Superintendent

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

2/10/2020

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Jessica Miller

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

Address: 738 Railroad Avenue

City: Gibson Zip: 30810

Telephone: (706) 598-2291 Fax: (706) 598-2611

E-mail: jmiller@glascock.k12.ga.us


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

James N. Holton, Jr.
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2/10/2020
Date (required)

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need

Professional learning will be the core of all literacy improvement efforts in the Glascock County School District. A focused, prioritized, and coordinated plan for professional learning for administrators, coaches, teachers, families, and community members will be essential to continuous improvement and increased student achievement. A critical component to the sustainability of this plan is the initial and ongoing training of the literacy coach and lead literacy teachers who will continue to provide professional learning in literacy within the district after completion of the grant.

Effective professional learning has been linked to increased student achievement (Greenwald et al., 1996; Estrada, 2005; Langer, 2000; Kamil, 2003). In a policy brief about reform in adolescent literacy by the National Council of Teachers of English, the authors cite Greenwald, Hedges, and Lane, 1996 (NCTE Policy Research Brief, *Adolescent Literacy Reform*, 2006, p. 7):

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement.

Current Professional Practices:

The Glascock County School System recognizes the critical importance of quality professional learning. Currently, GCCS has adopted the idea of in-house professional learning communities, in compliance with the requirement for job-embedded professional learning. Each teacher belongs to a professional learning community that is applicable to his/her assignment within the school. Elementary teachers and math/ELA middle and high school teachers are participating in a learning community focused around the new NWEA MAP assessment program the school has adopted. This learning community is centered around learning about and implementing the program. Within a literacy professional learning group, middle and high school content teachers have learned and practiced strategies to incorporate literacy into their classes. In addition to professional learning groups within the school, individual staff members attend workshops, conferences, etc. provided by partners outside the school system and redeliver information to their co-workers.

Allocated Collaborative Planning Time

In grades K-8, each grade level's teachers have collaborative planning with their peers (each grade level only has two teachers, except 7/8, which has four teachers teaching the four content areas). In addition, quarterly half-day collaborative planning sessions is part of the plan to begin with this grant to give teachers more built-in time during the workday to examine data, adjust curriculum plans, and improve instruction.

Local Professional Learning Assets and Supports

- Professional Learning Communities focused on literacy instruction will be expanded to include all teacher in ELA, science, and social studies K-12.
- The newly hired Literacy Coach will lead large and small group sessions on literacy instruction.
- Lead Literacy Teachers will be trained to lead small group trainings and provide support to teachers who need help with literacy instruction.
- Bright from the Start Training is provided annually to Pre-K staff.
- CSRA RESA will help train and develop the newly hired literacy coach and lead literacy teachers.

Online Professional Learning

The Glascock County School District will take advantage of all online learning opportunities and models provided through the L4GA Consortia to train and develop teachers, lead literacy teachers, and literacy coach.

Institutes

The Glascock County School District will participate in the GAEL L4GA Leader Institutes. The principals for both schools, the literacy coach, and the six teachers (two from each grade cluster) who will be trained as Lead Literacy Teachers will participate in this institute.

Professional Learning Associated with any Purchased or Adopted Program

- DIBELS Next: K-5 training required
- Peabody Picture Vocabulary Test (PPVT IV)
- PALS (Phonological Awareness Literacy Screening)
- GKIDS readiness check
- Houghton Mifflin Reading Inventory: 3-12 training required

Early Learning Professional Learning Possible Topics of Interest and Need

- Reading Endorsement
- Early Learning Reading Skills
- Learning Disabilities Affecting Reading
- Phonological Awareness
- Data Analysis
- Utilization of Diagnostics to determine area of student need and appropriate interventions
- Technology/digital tools and resources
- Classroom Management
- Direct literacy instruction practices/tier I

Secondary Education Professional Learning Possible Topics of Interest and Need

- Reading Endorsement
- Learning disabilities affecting reading
- Data analysis
- Utilization of diagnostics to determine area of student need and appropriate interventions
- Technology/digital tools and resources
- Classroom management
- Writing across the content areas
- Writing rubric and feedback training
- Direct literacy instruction practices/tier I
- Lexile training- text complexity and reader measures

Educational Entity Access Plan:

Professional learning will be secured for staff members through a combination of on-site training, off-site training, conferences, workshops, institutes, online training, and coaching as aligned with the system plan. Redelivery by the literacy coach and literacy lead teachers will allow for sustainability. Substitutes will be secured as needed and stipends awarded as appropriate. Professional learning will be obtained to support the goals, objectives, and implementation of our district and school literacy plans with fidelity. Once appropriately trained, staff members will provide training to community partners and parents.

Community Professional Learning Topics of Interest

Parent/Child Care Providers/Community Sessions-

- Child development expectations
- Language nutrition/modeling reading strategies
- P-20 partner, Augusta University's Ready, Set, Read course
- Get Georgia Reading Campaign Partnership Training
- Mentoring students

Parenting Sessions (parents specifically)-

- Understanding your child's assessment data

Topics that the LEA-Partnership could provide to the L4GA PL

In training our literacy coach, RESA will provide training. The literacy coach and lead literacy teachers will obtain the Reading Endorsement provided through a partnership with RESA and our P20 partner, Augusta University. Eventually, all teachers will receive the reading endorsement. In addition, administrators, the literacy coach, and lead literacy teachers will participate in the L4GA DOE Literacy Institute.

Measuring the Effectiveness of Professional Learning

Effectiveness of professional learning will be measured by student assessment and achievement data. While there may be some immediate evidence, long term evidence will show the most improvement. Our goal is to increase the percentage of students at each grade level scoring level 3 or 4 on GMAS, so that at least 75% of students score level 3 and 4 by the year 2024. In addition, we plan to have 80% of students reading on grade level by 2024 (as indicated by GMAS).

100% of staff members will receive applicable staff development and this will be documented by sign-in sheets. Application of the learning and implementation in the classrooms will be measured through classroom observations and scoring rubrics.

Section 5: Assessment/Data Analysis Plan

System Data Analysis Plan:

Before implementing the literacy plan, including the assessment plan, professional learning will be provided to staff on data analysis and the individual assessment instruments to ensure that valuable conclusions and instructional decisions will be made (overarching need #2.) Within the classroom, teachers will evaluate and analyze student data to learn individuals' strengths and weakness and provide support as needed. District and school leadership will review data to identify systemic trends in order to continuously inform and update the comprehensive needs assessment. Data trends will be shared with faculty, community partners, and early learning providers at regularly scheduled meetings.

Individual student results will be provided to students, parents, teachers, and administration to better inform instructional practices. In 2016-2017, the district established Professional Learning Communities (PLCs). Each grade level/content area meets monthly in PLCs with a focus on reviewing student data to improve student achievement and instructional practices.

Upon receiving the L4GA grant, school level assessment data will be analyzed in the monthly leadership, district literacy team, and SGT meetings. These meetings will be facilitated by the principals and literacy coach. During these data discussions, data will be disaggregated to include subgroup data and analyze subgroup performance. School and district administration will also discuss results of community data such as surveys from literacy nights, family literacy workshops, or responses from distribution of literacy materials to families. These data digs will give teachers and administrators a clear picture of how the school is performing to celebrate successes and address areas of concern.

Birth to Five Assessment Plan

Assessment	Affected Population	Assessment Protocol
Peabody Picture Vocabulary Test (PPVT IV)	<ul style="list-style-type: none"> Preschool students 	The district's special education director, Jessica Miller and Pre-K director, Ann Cantrell will administer these assessments as required by the grant. The PPVT will be conducted twice a year, six months between sessions.
PALS (Phonological Awareness Literacy Screening)	<ul style="list-style-type: none"> Preschool Students 	The district's special education director, Jessica Miller and Pre-K director, Ann Cantrell will administer these assessments as required by the grant. Classroom teachers will assist. PALS will be administered three times a year.
Work Sampling Online (WSO)	<ul style="list-style-type: none"> Preschool Students 	Pre-K teachers will continuously monitor and upload documentation throughout the school year.
DIAL 4 (Developmental Indicators For Assessment of Learning)	<ul style="list-style-type: none"> Preschool Students 	The district's special education director, Jessica Miller and Pre-K director, Ann Cantrell will administer these assessments as required by the grant.
Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness	<ul style="list-style-type: none"> Kindergarten students 	At the beginning of the school year, kindergarten teachers will begin

Check and Performance-Bases Assessment		administering the GKIDS assessments per GADOE guidelines.
Educational Software for Guiding Instruction (ESGI)	<ul style="list-style-type: none"> Grades kindergarten and 1st 	Classroom teachers administer assessments throughout the year to monitor students' progress and drive instruction.
The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP)- for math and ELA	<ul style="list-style-type: none"> Grades 3-5 	Classroom teachers will administer the online MAP assessment as a benchmark three times a year- in August, December/January, and April/May.

Middle School (5-8) Assessment Analysis

Assessment	Affected Population	Protocol
Georgia Milestones End of Grade Assessments (GMAS EOG)	<ul style="list-style-type: none"> Grades 5-8 	The Georgia Milestones is administered every spring during a set testing window to all relevant students following standardized testing protocol and using certified staff. Accommodations provided adhere to those required by individual IEPs and 504s.
Houghton Mifflin Reading Inventory (RI)	<ul style="list-style-type: none"> Grades 5-8 	Classroom ELA teachers will administer the RI three times over the course of the year; these administrations will take place in August, December/January, and April/May.
The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP)- for math and ELA	<ul style="list-style-type: none"> Grades 5-8 	Classroom teachers will administer the online MAP assessment as a benchmark three times a year- in August, December/January, and April/May.

High School (9-12) Assessment Analysis

Assessment	Affected Population	Protocol
Georgia Milestones End of Course Assessments (GMAS EOC)	<ul style="list-style-type: none"> Grades 9 and 11 Course repeaters 	The Georgia Milestones is administered every spring during a set testing window to all relevant students following standardized testing protocol and using certified staff. Accommodations provided adhere to those required by individual IEPs and 504s. Mid-month EOC opportunities are also available as needed by individual student circumstance.
Houghton Mifflin Reading Inventory (RI)	<ul style="list-style-type: none"> Grades 9-12 	Classroom ELA teachers will administer the RI three times over

		the course of the year; these administrations will take place in August, December/January, and April/May.
The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP)- for math and ELA	<ul style="list-style-type: none"> Grades 9-12 	Classroom teachers will administer the online MAP assessment as a benchmark three times a year- in August, December/January, and April/May.

*If students enroll between assessment administrations, discretion will be utilized to determine whether students are given an immediate baseline assessment or wait until the next regularly scheduled administration.

Additional Assessments

Assessment	Affected Population	Protocol
Vision/Hearing Screeners	<ul style="list-style-type: none"> Pre-K and kindergarten students who have not completed the four-point screener (Form 3300) Students throughout the school referred for testing 	School nurse, Kayla Ellis (a registered nurse) conducts the screeners. The system owns the necessary equipment.
Speech Screeners	<ul style="list-style-type: none"> Students throughout the school referred for screening 	The school's speech pathologist, Jodi Swint conducts the screenings.
Scoliosis Screener	<ul style="list-style-type: none"> Grade 7 	School nurse, Kayla Ellis and county nurse, Nona Lord, conduct the screenings according to established protocol.
Georgia Health Screener	<ul style="list-style-type: none"> Grades 3-12 	Students take the anonymous survey, and the results provide insight into the school culture as a whole.
WIDA screener	<ul style="list-style-type: none"> Grades K-12 	The WIDA Assessment is given to English Language Learner students (ELL) who move into the county to determine initial placement if students do not transfer with other results.
ACCESS testing	<ul style="list-style-type: none"> Grades K-12 	The ACCESS is given annually during the GADOE's spring testing window to monitor the language progression of ELL students.

Sustainability of Assessment Plans

Following the conclusion of the grant, the Georgia Milestones costs will continue to be funded by the Georgia Department of Education. The costs of hearing, vision, and speech screeners will continue to be funded locally, as is the current practice. MAP funding will continue to be funded locally. Funding for other academic screeners beyond the life of the grant will be funded through state and federal money.

Section 3: Assets and Needs Assessment with Root Cause Analysis

Birth to Five Analysis

There are limited opportunities in Glascock County for literacy with the birth to five age, excluding Pre-K. The county has one family operated childcare and one Head Start classroom through a partnership with Washington County Head Start. As part of the needs assessment process for Birth to Five, the school system conducts child find screeners on all three and four year old children within the county who are enrolled in Head Start and Glascock County Pre-K, as well as any three or four year old in the community with a suspected disability. During the 2019-2020 school year, 57 children were screened in October and November using the DIAL-4. On the literacy component, 16% scored in the Potential Delay category. Benchmarks given to kindergarten students at the beginning of the year indicate that 33.3% of students entering kindergarten were able to identify all letters and only 13.3% were able to identify all letter sounds. As we conduct community surveys in the future, we will work with our community partners and the Glascock County Literacy Initiative Outreach Team to ensure that we reach a representation of all families in the community. The L4GA grant would provide the resources and professional development to reach out into our community to the birth to five population and families to build capacity and an awareness of the importance of literacy.

Developmentally Appropriate Instruction and Curriculum

The Glascock County Pre-K program utilizes research based HighScope Preschool curriculum. Students are active learners in the pre-k classroom setting and gain knowledge through play and interactions with peers, their environment, events, and other people.

Professional Learning Provided to Educators and Directors

Pre-K teachers and paraprofessionals attend professional learning activities and workshops sponsored by Bright from the Start each year. In addition, the Pre-K staff participate in PLCs at the Glascock County Elementary School and collaborate with the Kindergarten teachers to ensure a smooth and successful transition for students from Pre-K into Kindergarten. Our Birth to Five plan includes utilizing Augusta University's *Ready, Set, Read* course to train noncertified staff in our school district, Head Start personnel, community partners, and community members at large. As professional learning opportunities for early learning providers is secured by the district, private and public partners will be invited, and the scheduling of the learning will be arranged to best accommodate the time needs of all parties.

Community and Family Engagement

The primary component in our family engagement will be the Glascock County Literacy Initiative Outreach Team that will be developed in the fall of this year. This team will be made up of parents, community members (non-parents of children currently in the school system), business owners, teachers, and local elected officials. This team will develop the plan that will provide literacy information and book packs to families of birth to five-year-old children. The team will organize contacting businesses, government agencies, and religious institutions in Glascock County to become distribution points for the literacy information and book packs. The team will also develop the system that will check each distribution point and replenish supplies as necessary. In addition, this team will begin building relationships with local Glascock County businesses and organizations to become partners for funding the book packs after this grant ends. This team will assist the school principals with participation in community-wide events such as the Mitchell Fest and Gibson Christmas celebration. Furthermore, this team will assist the school with planning and executing parent nights at the school.

Leadership Effectiveness

Glascock County Pre-K is a part of the Glascock County School District, and the elementary principal serves as the Pre-K director. Communication and collaboration occur regularly between the Special Education Director of

Glascocok County School District, the special education teacher, and Head Start staff in order to identify and serve students with disabilities who attend Head Start in Glascocok County. Pre-K teachers and the Pre-K director meet with Head Start staff to ensure a seamless transition from Head Start to Pre-K. Currently, there is little communication between the school district and the daycare provider in the county, Little People’s Daycare. The Glascocok County Literacy Initiative Outreach Team (LOT) will facilitate regular communication with the daycare provider.

Other Supports for Whole Child and Well-rounded Education

Poverty is an issue in our community, as supported by data previously discussed. According to Maslow’s Hierarch of Needs (Prince & Howard, 2002), achievement is difficult to attain without having basic physiological needs met first. The Glascocok County School District has made a commitment to supporting the development of the whole child through several internal and interagency supports.

Vision and hearing screenings are conducted by the school nurse annually for students entering Pre-K. Occupational therapy, physical therapy, and speech and language therapy are provided as necessary. FC&CIS partners with the school district and local organizations to provide a clothes closet, food pantry, and energy assistance to families who are in need. The Glascocok County Lion’s Club provides free eyeglasses.

Coordination Efforts with K-12

Glascocok County Pre-K is a part of the Glascocok County School District, and the elementary principal serves as the Pre-K director. The elementary school annually hosts a Kindergarten Orientation for upcoming students and their families. Pre-K staff participate in professional learning with K-12.

K-12 Analysis

The District Comprehensive Needs Assessment (CNA) was developed by a team comprised of various stakeholders. In developing the CNA, the team reviewed a variety of data sources, including but not limited to: Georgia Milestones data, classroom observations, TKES data, local student achievement data, teacher/student growth models, professional learning surveys, retention data, MTSS data, financial reports, census data, SAT/ACT data, attendance data, discipline data. The district team utilized the Georgia Systems of Continuous Improvement protocol to identify areas of established need.

The Literacy Needs Assessment from the GaDOE was administered via Office 365 to 52 educators representing all content and ancillary teachers and administrators, math coach, and paraprofessionals from Pre-K through grade 12. The following areas of concern were indicated by participants:

Literacy Needs Assessment Survey Data

NA=Not Addressed, EM=Emergent, O=Operational, FO=Fully Operation, DN=Did not Apply

	FO	O	EM	NA
B. A literacy leadership team organized by the administrator or other leaders in the community is active.	51.92%	19.23%	3.85%	25%
F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Georgia Standards of Excellence.	45.10%	19.61%	5.88%	29.41%
A. Active collaborative teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, Building Block 1. C, D).	48%	20%	12%	20%
B. Teachers provide literacy instruction across the curriculum.	50.95%	21.57%	11.76%	15.69%
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	37.25%	33.33%	7.84%	21.57%
A. All students receive direct, explicit instruction in reading.	57.69%	17.31%	7.69%	17.31%

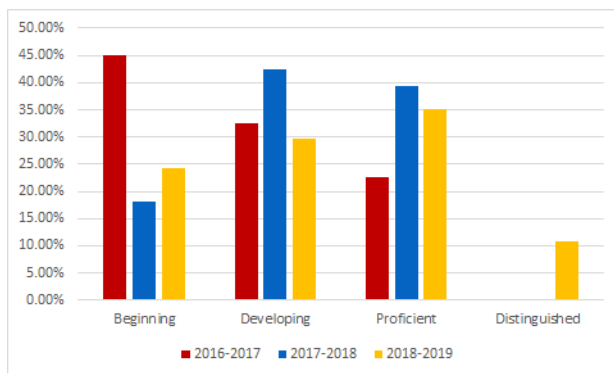
D. Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.	42.31%	34.62%	11.54%	11.54%
A. Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)	44.23%	32.69%	9.62%	13.46%

Although the survey data indicates that the school is operational or better in most areas addressed, the Literacy Leadership Team believes that this is inaccurate due to contradictions in achievement data using multiple data sources.

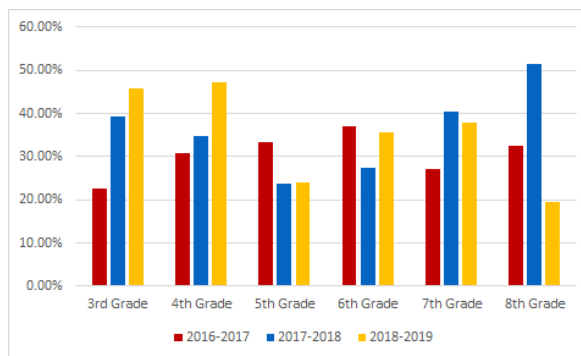
The enrollment for Glascock County Schools has remained constant over the past few years. In 2018-2019, the system served 572 students, of which 235 were in grades Pre-K through fourth. In the same year, 62.15% of students in the system were identified as Economically Disadvantaged and 68 students were served through special education. When analyzing the ELA Milestones from 2017 through 2019, a lack of growth and sequential improvement for all students is evident in grades three through eight; however, an increase in student achievement at the high school is evident as a result of the literacy initiatives currently in place over the past two years.

GMAS	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Proficient & Distinguished
2016-2017	23.67%	43.20%	29.88%	3.25%	33.13%
2017-2018	18.99%	41.37%	34.81%	4.43%	39.24%
2018-2019	24.48%	33.92%	35.40%	6.19%	41.59%

GCSD Third Grade ELA-Georgia Milestones



2017-2019 ELA Proficient/Distinguished

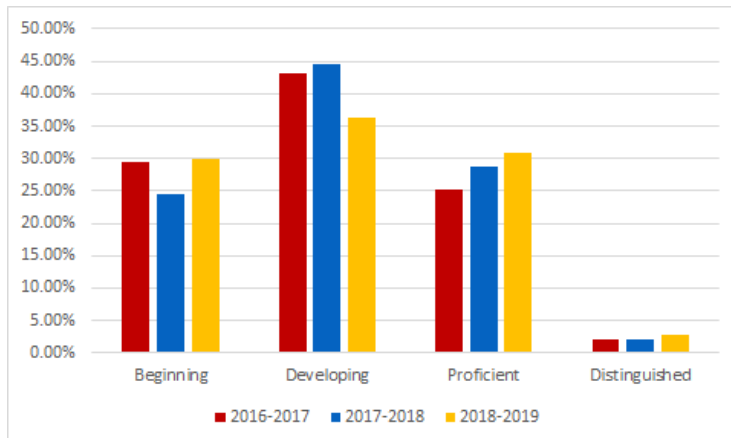


The GMAS EOG ELA data for grades 3 through 8 reveals that over half of the students in each grade level are scoring below the Proficient level.

Of special concern is that students in the ED subgroup and SWD subgroup are performing at a significantly lower level than their peers. Students are classified as ED through the Federal Free and Reduced Lunch Program; the October 2019 system data is displayed below (Georgia Department of Education, 2019). The percentages present indicate much higher percentages of student poverty than is indicated by the community data (17%).

Free and Reduced Lunch (FRL) Data Report														
School Name	Special Provision Status	Pre-K Direct Certification	Pre-K Enrollment	Pre-K Free	Pre-K Reduced	Pre-K % FRL	KK-12 Direct Certification	KK-12 Enrollment	KK-12 Free	KK-12 Reduced	KK-12 % FRL	Total Enrollment	Total Free + Reduced	Total % FRL
0197 Glascock County Elementary School	Provision II Breakfast	12	35	21	3	68.57	54	188	113	13	67.02	223	150	67.26
0196 Glascock County Middle/High School	Provision II Breakfast	0	0	0	0	0	83	334	173	18	57.19	334	191	57.19
System Total		12	35	21	3	68.57	137	522	286	31	60.73	557	341	61.22

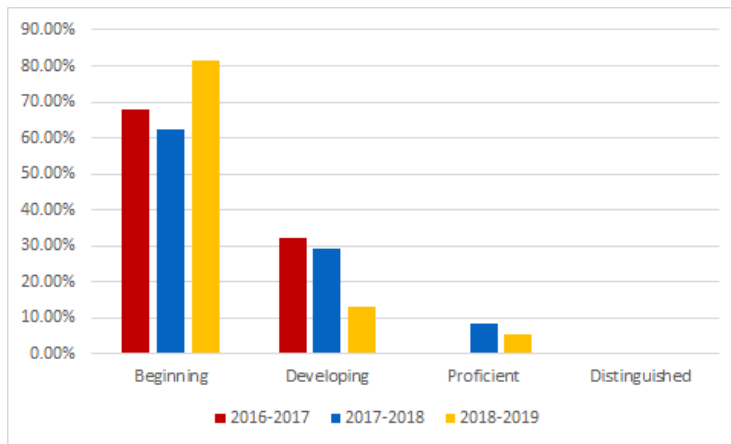
Economically Disadvantaged



In the past three years, less than 5% of economically disadvantaged students have scored in the distinguished level. In 2019, the percent of students scoring in the Beginning level increased.

Over the past three years, the students with disabilities subgroup has shown a decrease in the percent of students scoring at the Developing and Proficient levels. No students in this sub-group have scored at the Distinguished level.

Students with Disabilities



One of the most troubling statistics for Glascock County is the percent of children who are absent from school more than 15 days. Glascock County School District's absentee rate of 15.4% is higher than the state's average of 12% and has been identified as an area to address with our students and their families in the Glascock County Comprehensive Needs Assessment (Annie Casey Foundation, 2020). The absentee rates are much higher in subgroups, particularly economically disadvantaged and students with disabilities, which impacts student achievement in these subgroups. Students cannot learn when they

are not in school; currently, various programs including PBIS are incentivizing attendance and attempting to keep students in school.

While slight gains have been made in the percentage of students who are deemed as 'Reading Below Grade Level' on the GMAS, one-third of the student population continues to be identified as reading below grade level.

Reading Below Grade Level	2016-2017	2017-2018	2018-2019
3 rd -8 th Grade	33.61%	33.47%	31.95%
9 th Lit & Comp/ Am Lit & Comp	21.84%	17.33%	17.44%

The 2019 graduation rate for Glascock County was 91.7%, which was an increase from the preceding two years. Several interventions, including credit recovery options, have been implemented within the LEA to promote timely graduation. While graduation rates are high, the percentage of students achieving at the proficient learner or higher is well below the state average (24% vs 45.4% and 19.3% vs 47.3%) in grades 5 and 8 (Annie Casey Foundation, 2019).

The district and schools have identified a need for improvement in ELA and literacy instruction. To address this identified need, the schools have formed regularly meeting PLCs to examine current practices and to begin addressing identified areas of deficit. GCSO purchased the Measures of Academic Progress (MAP) as a universal

screeners in ELA and Math to administer during the 2019-2020 school year. Students will participate in three MAP administrations per year. These data points will be used to identify deficit trends and provide a starting point for district consistency by establishing a baseline of student performance in ELA and Math (K-12). Schools have not yet purchased new literacy materials as we do not want to potentially conflict with the intent of this grant.

Past and Current Instructional Initiatives

The Glascock County School District has engaged in a variety of initiatives to improve instruction and student learning. The following initiatives have been implemented within the school district.

- Charter System (2014 to present)
- Positive Behavior Interventions and Supports (January 2016 to present)
- Professional Learning Communities (2016 to present)
- NWEA MAP as universal screener and benchmark for directing instruction (2019 to present)
- Corrective Reading (2018 to present)
- Reading Horizons Phonics Program K-2 (2018 to present)
- Dual Enrollment (2008 to present)

Assets Analysis

The Glascock County School District spent an extensive amount of time and effort in 2018-2019 and 2019-2020 developing and implementing the system's strategic plan. Stakeholder groups met to analyze data, recognize achievements, and discuss concerns within the school system. After reviewing data from the comprehensive needs assessment and detailing the information from the planning sessions, stakeholders conducted a root cause analysis and identified the system's needs. The greatest identified need was literacy outcomes (reading, ELA, and writing). The following needs and root causes were identified:

- Overarching Need #1: A plan for literacy development from Birth to Five that educates parents of the need for early literacy development and the training and resources to support parents in early literacy development.
 - Root Cause: There is currently no plan for organized community involvement. Parents work outside the county and do not participate in evening activities.
- Overarching Need #2: Break stagnate patterns of student achievement in reading and ELA and increase percentage of students reading on grade level and achieving at proficient or distinguished levels by developing a plan to improve and align literacy instruction.
 - Root Cause: The absence of a school-wide literacy plan prevents consistent, quality instruction, aligned throughout all grades and content areas. There is no real comprehensive, systemic core language arts program. The absence of a literacy coach has reduced the ability to monitor literacy instruction and provide literacy instruction training.
- Overarching Need #3: A plan to coordinate and utilize available community stakeholders to support literacy in the community and provide extended literacy instruction.
 - Root Cause: There is currently no plan for organized community involvement. Parents work outside the county and do not participate in evening activities.
- Overarching Need #4: Provide instructional literacy leadership and support to ensure implementation fidelity of the K-12 literacy plan and support classroom teachers' development in coherent instruction by monitoring and evaluating effectiveness of instructional delivery.
 - Root Cause: The small size of the school district, limited personnel, and limited resources make implementing the literacy plan with fidelity difficult.
- Overarching Need #5: A plan for expanding our existing positive school climate to also foster an environment where literacy is a focus for all students in all content areas.
 - Root Cause: Limited access to high quality texts at all Lexile levels.

Coherent Instructional System

While the small size and limited resources is often a hindrance for GCCS, there are also benefits to being small. With only one school facility within the county, housing one elementary, middle, and high school, it makes for a more coherent instructional system. Students seamlessly transition from elementary to middle to high, and on to post-secondary. A targeted effort is in place to support students at each of these major transitions. Throughout the school, for all grades, an emphasis is on quality instruction while developing effective relationships with students. In addition, there is a strong emphasis on literacy school wide. Within the elementary school, all grades have an Early Intervention time (EIP) scheduled into the day. During this time remedial instruction is provided to students in need. In middle school, PAWS is the school-wide remedial time. We have recently extended this remedial time into high school by scheduling a language arts study skills class. Continued collaboration is currently underway to align content and curricula at each grade level to ensure that there are no gaps nor unnecessary overlaps in a child's K-12 educational experience.

Community and Family Engagement (Community Coordination Plan)

The primary component in our community engagement will be the Glascock County Literacy Initiative Outreach Team that will be developed in the fall of this year. This team will be made up of parents, community members (non-parents of children currently in the school system), business owners, teachers, and local elected officials. This team will develop the plan that will provide literacy information and book packs to families of birth to five-year-old children. The team will organize contacting businesses, government agencies, and religious institutions in Glascock County to become distribution points for the literacy information and book packs. The team will also develop the system that will check each distribution point and replenish supplies as necessary. In addition, this team will begin building relationships with local Glascock County businesses and organizations to become partners for funding the book packs after this grant ends. This team will assist the school principals with participation in community-wide events such as the Mitchell Fest and Gibson Christmas celebration. Furthermore, this team will assist the school with planning and executing parent nights at the school.

Engaged Leadership

With the change from a K-12 school into an elementary school (K-4) and a middle and high school (5-12), the school system now has two principals instead of one. Both principals were hired through an interview process that represented various community stakeholders through the School Governance Team. Principal Cantrell and Principal Costello have done an excellent job over the last year and half of improving school climate for children, teachers, parents, and the community at-large. In addition, the professional learning community approach implemented by our principals has led to more effective professional learning and collegiality. Although both principals have less than two years of administrative experience, both have been teaching for over twenty years, and our superintendent is working closely with both in a mentoring relationship. Furthermore, the principals meet with a leadership team monthly that represents all grade clusters to review processes and analyze data for which K-12 literacy instruction is a regularly identified weakness. With the climate that has been created and the relationships that have been built, the foundation is in place to improve literacy instruction and achievement in our schools.

Positive Learning Environment

The Positive Behavior Interventions and Supports (PBIS) framework has been in place since January of 2016 and the Tier I framework has become the basis for recognizing students who meet positive expectations. Each grade cluster recognizes a Student of the Month, and teachers can submit a "Panther Who ROARS" card to recognize outstanding behavior or actions during the morning announcements. PBIS Tier II began this year, and a mentor program was designed and is continually being developed for students to be paired with adult community members. Tutoring opportunities are available at the school and the school collaborates with our FC&CIS After-School Program to provide tutoring for students who need additional support. Students also have credit recovery

options utilizing Georgia Virtual Credit Recovery. We are in our second year of the REACH Program. Eight students have been awarded the REACH Scholarship and are currently working toward fulfilling the program requirements.

Professional Capacity

Currently, one hundred percent of teachers meet professional qualifications established by our school district, and there are no teachers teaching out-of-field. Degree levels for our teachers include 37% bachelor's degree, 42% master's degree, 19% specialist degree, and 2% doctoral degree. All teachers participate in a professional learning community, and over the past year and half a strong collegial climate has been established. There is very little turnover in the school district. As of 2018, GCCS has a teacher retention rate of 90%. Eleven of 41 classroom teachers have a reading endorsement. Twelve of 41 classroom teachers are gifted certified.

Developmental Supports Available to the Whole Child

Poverty is an issue in our community, as supported by data previously discussed. According to Maslow's Hierarch of Needs (Prince & Howard, 2002), achievement is difficult to attain without having basic physiological needs met first. The Glascock County School District has made a commitment to supporting the development of the whole child through several internal and interagency supports.

Vision and hearing screenings are conducted by the school nurse annually for students as needed. Occupational therapy, physical therapy, and speech and language therapy are provided as necessary. SandHills, a GNETS program, serves eligible students and their families. FC&CIS partners with the school district and local organizations to provide a clothes closet, backpacks with bags of food for the weekend to approximately 70 students every week who are in need of nutrition outside of school hours, food pantry, and energy assistance to families who are in need. The Glascock County Lion's Club provides free eyeglasses.

The school district recently initiated a relationship with the Georgia APEX program to provide school based behavioral health services to students and their families in the school setting as well as within the community. Glascock County is in the process of joining the "Get Georgia Reading" community through the Family Connections and Communities in School collaboration. Akia Lewis, Project Manager of Get Georgia Reading Campaign, has confirmed that the application has been received and Glascock County will appear on the updated register of GGR partners to be released in February. The Glascock County administrative team has registered and will attend the Get Augusta Reading event on March 13, 2020, hosted by our P-20 partner, Augusta University, and Get Georgia Reading.

Section 4: Project Plan, Procedures, Goals, Objectives, and Support

One common concern among our teachers is that in the past, they have been introduced to new practices and requirements frequently with little time to practice and implement and little time to rate effectiveness of the new practice before moving on to the next latest and greatest idea. As a district, we have made a commitment to bring implementation of our literacy plan to the forefront of focus within the system. We will provide training and support for teachers with ample time and resources to implement. We will seek feedback from teachers on practices that do not align with the plan and consider eliminating those, in an effort to demonstrate full commitment to the initiative.

Glascok County School District Literacy Plan			
Building Block #1: Coherent Instructional System			
<p>Goal #1: By the end of the 2024/2025 school year, 80% of students will be reading on grade level according to the Georgia Milestones Assessments: English Language Arts End-of-Grade in grades 3-8 and End-of-Course Assessment for Ninth Grade Literature and American Literature. (Overarching Needs #s 2 & 4)</p> <p>Goal #2: By the end of the 2024/2025 school year, 75% of students will achieve at the proficient or distinguished level according to the English Language Arts End-of-Grade Assessment in grades 3-8 and End-of-Course Assessment for Ninth Grade Literature and American Literature. (Overarching Needs #s 2 & 4)</p>			
Actions, Strategies, & Interventions	Targeted Groups	Person/s Responsible	Timeline
Develop an aligned vertical literacy plan including plans for explicit literacy instruction, materials, resources, and practices (Schmoker, 128-129).	Teachers will improve literacy instructional delivery that is consistently aligned with the vertical plan. Students will be recipients of consistent quality literacy instruction throughout all grade levels.	Principal Cantrell & Principal Costello	Begin: July 2020 End: August 2020 (preliminary)/ January 2021 (final)
Develop a plan for faculty to analyze data and determine specific needs for individual students and specific interventions with monitoring (Hamilton et al).	Train teachers to analyze data on L4GA required assessments. Students will receive specific instruction to improve individualized areas of weakness.	CSRA RESA partnership to provide ongoing data analysis training and facilitation (Literacy Coach building level support/monitor)	Begin: July 2020 End: August 2020/ongoing
Develop a plan for faculty to analyze data and determine the effectiveness of Tier I instruction and develop a plan for making appropriate adjustments to instruction and/or resources (Hamilton et al).	Train teachers to analyze data to evaluate the effectiveness of Tier I instruction per grade level/course. Students will benefit by improved instructional delivery of Tier I instruction.	CSRA RESA partnership to provide ongoing data analysis training and facilitation (Literacy Coach building level support/monitor)	Begin: August 2020 End: December 2020
References			
Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. <i>Using student achievement data to support instructional decision making</i> . Washington, DC: National Center for Education			

Evaluation and Regional Assistance, Institute of Sciences, 2009. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
 National Council of Teachers of English. (2006). *NCTE Principles of Adolescent Literacy Reform*. [Policy Research Brief]. Retrieved from <https://secure.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitPrinciples.pdf>
 Schmoker, Mike. *Results Now*. Alexandria: Association of Supervision and Curriculum Development, 2006. Print.

Building Block #2: Community and Family Engagement

Goal #1: By the end of the 2022/2023 school year, a community literacy team called Glascock County Literacy Outreach Team will be meeting quarterly to evaluate family and community engagement and develop a plan (to be updated annually) for families and community stakeholders to support literacy improvement and provide free reading materials to families. Meeting agenda/minutes, the yearly plan, and evaluation of execution of yearly plan will be used to measure goal attainment. (Overarching Needs #s 1 & 3)

Actions, Strategies, & Interventions	Targeted Groups	Person/s Responsible	Timeline
Develop the Glascock County Literacy Initiative Outreach Team (Kouzes & Posner).	Community members who agree to serve on the Glascock County Literacy Outreach Team	literacy coach, Principal Cantrell, Principal Costello	Begin: Fall 2020 End: Dec 2020
Conduct quarterly Glascock County Literacy Outreach Team meetings (Kouzes & Posner).	Members of the Glascock County Literacy Outreach Team will work to provide literacy opportunities to children who have not begun school.	literacy coach and community literacy team members	Begin: January 2021 End: ongoing quarterly
Develop a plan to coordinate providing community partners with reading materials for families (Foorman et al).	The Glascock County Literacy Initiative Outreach Team will create the plan to provide literacy materials to community partners.	literacy coach and Glascock County Literacy Outreach Team members	Begin: February 2021 End: May 2021
Partner with community events to provide free reading materials to families (Mitchell Fest, Christmas celebration/parade in Gibson, Halloween in Mitchell, etc.) (Foorman et al).	The Glascock County Literacy Outreach Team will provide literacy materials to children at families at community events.	literacy coach and Glascock County Literacy Outreach Team	Begin: Spring 2020 End: Ongoing Yearly
Partner with local government agencies, local businesses, home daycares, and religious institutions to provide free reading materials to families (Foorman et al).	The Glascock County Literacy Outreach Team will work with local businesses to make literacy materials available in the businesses. A display for literacy materials will be placed in each place of business/office.	Literacy coach and community literacy team	Begin: January 2021 End: Ongoing

Strengthen partnership with the public library and its reading programs by extending the summer reading program to a year-long program (Foorman et al).	The literacy coach will work with the library manager to strengthen the partnership between GCCS and the county library.	literacy coach	Begin: January 2021 End: Ongoing each summer
References			
<p>Foorman, B., Beyler, N., Booradaile, K., Coyne, M., Denton, C.A., Dimino, J., Ferguson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Satter, S., Streke, A., Wanger, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: national Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p> <p>Camilli, G., Vargas, S., Ryan, S., & Barnett, W. S. (2010). Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development. <i>Teachers College Record</i>, 112(3), 579–620.</p> <p>Kouzes, J., & Posner, B. (2003, Spring). Challenge is the opportunity for greatness. <i>Leader to Leader</i>, 28, 16-23.</p>			

Building Block #3: Engaged Leadership			
<p>Goal #1: By the end of the 2022/2023 school year, district and school leaders will have established a district literacy leadership team, have planned and scheduled professional development on literacy instruction, and have developed a plan for monitoring literacy instruction and providing feedback. Meeting agenda/minutes, the professional development plan, and the monitoring and observation plan, will be used to measure goal attainment. (Overarching Needs #s 1, 3 & 4)</p>			
Actions, Strategies, & Interventions	Targeted Groups	Person/s Responsible	Timeline
Develop a district literacy leadership team (Kouzes & Posner).	The school principals will build this team to include Jessica Miller, Federal Program Director, the newly hired literacy coach, the lead literacy teachers.	Principal Cantrell and Principal Costello	Begin: June 2020 End: July 2020
Conduct monthly district literacy leadership team meetings (Kouzes & Posner).	The district literacy leadership team will meet monthly to review assessment data, observation reports, PLC data, and implementation of professional leaning and the district literacy plan.	Principal Cantrell and Principal Costello	Begin: July 2020 End: Ongoing monthly
Plan and organize professional learning to improve Tier I literacy instruction by implementing research and evidenced based strategies (Cantrell & Huges).	Professional Learning Communities will begin with focusing on literacy instruction. All ELA, science, and social studies teachers will participate in these literacy PLCs.	Principal Cantrell and Principal Costello	Begin: July 2020 End: Ongoing (as determined by need)
Create a system where literacy instruction is regularly monitored (Crum).	The literacy coach, principals, and lead literacy teachers will develop a literacy instruction rubric and plan for observing literacy instruction daily.	Principal Cantrell, Principal Costello, and literacy coach	Begin: July 2020 End: August 2020

School administrators and academic coaches will conduct literacy walk-throughs and provide feedback to teachers monthly and a summary will be provided to the district literacy leadership team quarterly (Crum).	Literacy walk-throughs will take place daily by the individuals indicated. In addition, feedback to teachers will be provided on the same day or the next day after the observation. The observation data will be compiled and, the data will be reviewed quarterly.	Principal Cantrell, Principal Costello, and literacy coach	Begin: September 2020 End: Ongoing
References			
Cantrell, S. C., & Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. <i>Journal of Literacy Research</i> , 40(1), 95-127. Coburn, C. E. & Woulfin, S. L. (2012). Crum, Karen. <i>International Electronic Journal for Leadership in Learning</i> , v12 n15 2008 Kouzes, J., & Posner, B. (2003, Spring). Challenge is the opportunity for greatness. <i>Leader to Leader</i> , 28, 16-23. National Council of Teachers of English. (2006). <i>NCTE Principles of Adolescent Literacy Reform</i> . [Policy Research Brief]. Retrieved from https://secure.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitPrinciples.pdf			

Building Block #4: Positive Learning Environment			
Goal #1: By the end of the 2022/2023 school year, the district literacy leadership team will work with current school programs and newly created partnerships to increase recognition of literacy. The district literacy leadership team agenda/minutes will be used to measure goal attainment. (Overarching Needs #s 1, 3, 4, 5)			
Actions, Strategies, & Interventions	Targeted Groups	Person/s Responsible	Timeline
Continue PBIS and develop a connection between individual student literacy to the R.O.A.R. motto (Madigan).	GCCS students will continue to participate in the PBIS program with a new emphasis on literacy.	PBIS coordinator, Alisha Logue	Begin: July 2020 End: Ongoing
Continue the Accelerated Reader program and increase recognition for progress towards goal achievement (Nunnery).	GCCS students will participate in the Accelerated Reader Program at all grade levels within the school.	GCCS Media Specialist, Vicky Usry	Begin: July 2020 End: Ongoing
Develop a culture that fosters the idea that reading is enjoyable and fun; therefore, promoting engaged independent reading (Daniels & Steres).	GCCS students and staff will participate in extracurricular reading and get recognized for accomplishments.	GCCS media specialist, Vicky Usry, literacy coach	Begin: July 2020 End: Ongoing
References			
Daniels, E. & Steres, M. (2011) Examining the Effects of a School-wide Reading Culture on the Engagement of Middle School Students, <i>RMLE Online</i> , 35:2, 1-13, DOI: 10.1080/19404476.2011.11462085			

Madigan, K., Cross, R. W., Smolkowski, K., & Strycker, L. A. (2016). Association between schoolwide positive behavioral interventions and supports and academic achievement: A 9-year evaluation. *Educational Research and Evaluation, 22*(7–8), 402–421.

Nunnery, J., Ross, S., and McDonald, A. "A randomized experimental evaluation of the impact of accelerated reader/reading renaissance implementation on reading achievement in grades 3 to 6." *Journal of Education for Students Placed At Risk* (2006). Print.

Building Block #5: Professional Capacity			
<p>Goal #1: By the end of the 2022/2023 school year, new and existing staff and will be trained and in place to assist improving literacy instruction. In addition, staff will be trained and impacting all tiers of instruction. This goal will be measured by completion of planned professional learning and progress towards Coherent Instructional System goals. (Overarching Needs #s 1, 3 & 4)</p>			
Actions, Strategies, & Interventions	Targeted Groups	Person/s Responsible	Timeline
Teachers at each grade cluster (PK-2, 3-5, 6-8, 9-12) will be trained to be Lead Literacy Teachers (Hubbell & Goodwin).	Two elementary teachers (one primary and one upper elementary), two middle school, and two high school teachers will be identified as LLT's and will receive training to be leaders in literacy instruction.	Principal Cantrell and Principal Costello	Begin: August 2020 End: Ongoing
A literacy coach will be hired to teach professional learning on literacy instruction, observe literacy instruction, and provide feedback to teachers (Kamil; Mangin).	A literacy coach will be hired through standard procedures for hiring new staff members. The literacy coach will work with all teachers throughout the school.	Principal Cantrell and Principal Costello	Begin: July 2020 End: Ongoing
Teachers, paraprofessionals, and administrators will participate in PLC professional learning on effectively using data from assessments to monitor student learning and evaluate instruction (DuFour).	All staff members will learn to use data effectively, thereby affecting instruction for all students.	Principal Cantrell, Principal Costello, literacy coach, GCCS Professional Learning coordinator, Jessica Miller	Begin July 2020 End: Ongoing
Teachers, paraprofessionals, and administrators will participate in PLC professional learning on Tier I literacy instructional practices (DuFour).	All staff members will participate in professional learning to improve Tier I instructional practices to benefit all students within the school.	Principal Cantrell, Principal Costello, literacy coach, GCCS Professional Learning Coordinator- Jessica Miller	Begin July 2020 End: Ongoing
Teachers, paraprofessionals, and administrators will participate in professional	All staff members will participate in professional learning to effectively use data in order to provide effective	Principal Cantrell, Principal Costello,	Begin July 2020 End: Ongoing

<p>learning communities (PLCs) to improve data analysis, protocols, and use of resources to improve the effectiveness of interventions for Tiers II and III of the MTSS process (DuFour).</p>	<p>interventions for students on Tiers II and III in the MTSS process.</p>	<p>MTSS coordinator- Jessica Miller</p>	
<p style="text-align: center;">References</p> <p>DuFour, Rick. "Lead edge: "Collaboration lite" puts student achievement on a starvation diet." <i>Journal of Staff Development</i> (2003). Print.</p> <p>Hubbell, E. R., & Goodwin, B. (2019). <i>Instructional models: Doing the right things right</i>. Denver, CO: McREL International.</p> <p>Kamil, M. L. (2003). <i>Adolescents and literacy: Reading for the 21st century</i>. Washington, DC: Alliance for Excellent Education.</p> <p>Mangin, M.M.(2014).Capacity Building and Districts' Decision to Implement Coaching Initiatives. <i>Education Policy Analysis Archives</i>, 22(56).</p> <p>National Council of Teachers of English. (2006). <i>NCTE Principles of Adolescent Literacy Reform</i>. [Policy Research Brief]. Retrieved from https://secure.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitPrinciples.pdf</p>			

Year One District Plan Timeline

Summer 2020	Fall 2020	Spring 2021
<p>Coherent Instructional System</p> <ul style="list-style-type: none"> Develop a preliminary aligned vertical literacy plan K-12 Develop a plan to analyze data and determine specific needs for individual students' interventions and progress monitoring Develop a plan for consistently analyzing data to determine effectiveness of Tier I literacy instruction <p>Community & Family Engagement (first actions take place in Fall '20)</p> <p>Engaged Leadership</p> <ul style="list-style-type: none"> The District Literacy Leadership Team will be formed and begin meeting to plan improving Tier I instruction through professional learning and regular literacy walk-through observations <p>Positive Learning Environment</p> <ul style="list-style-type: none"> The District Literacy Leadership Team will meet with the PBIS Tier I team to incorporate student literacy into the R.O.A.R. motto and recognitions of the PBIS program The District Literacy Leadership Team will meet with Vicky Usry to increase recognition of progress towards reading goals for individual students Purchase AR licenses for high school students Begin purchasing new high interest middle and high 	<p>Coherent Instructional System</p> <ul style="list-style-type: none"> Continue developing an aligned vertical literacy plan K-12 (final version) Using initial data, develop plan for specific children to improve literacy skills with progress monitoring <p>Community & Family Engagement</p> <ul style="list-style-type: none"> Develop the community literacy team: Glascock County Literacy Outreach Team Begin Glascock County Literacy Outreach Team training (Ready, Set, Read) <p>Engaged Leadership</p> <ul style="list-style-type: none"> The District Literacy Leadership Team will continue meeting to discuss implementation of literacy plan, professional learning progress, and regular literacy walk-through observations <p>Positive Learning Environment</p> <ul style="list-style-type: none"> Develop plan for how high school students will participate in the AR program Continue recognizing students who are meeting their AR goals Continue campaign to make students aware of the school's digital library and Follett's app (recognizing student's daily using Follett app's usage data) <p>Professional Capacity</p> <ul style="list-style-type: none"> literacy coach will conduct literacy walkthrough observations and meeting with teachers 	<p>Coherent Instructional System</p> <ul style="list-style-type: none"> Complete the development of an aligned vertical literacy plan K-12 (final version) Continue data analysis to update plan for specific children's literacy skill needs <p>Community & Family Engagement</p> <ul style="list-style-type: none"> Glascock County Literacy Outreach Team meetings begin Glascock County Literacy Outreach Team will begin partnering with community groups to distribute literacy information and book packs Principals' booth at Mitchell Fest to distribute literacy information and book packs for families with children aged birth to five Principals will begin meeting with Amy Cooper, Glascock County Public Library Director, to work on extending reading programs <p>Engaged Leadership</p> <ul style="list-style-type: none"> The District Literacy Leadership Team will continue meeting to discuss implementation of literacy plan, professional learning progress, and regular literacy walk-through observations <p>Positive Learning Environment</p> <ul style="list-style-type: none"> Continue recognizing students who are meeting their AR goals

<p>school books (print) for media center</p> <ul style="list-style-type: none"> • Begin purchasing new high interest middle and high school books (digital) for media center's online Follett School Library Management System Software • Develop plan and campaign to make students aware of the school's digital library and Follet's app (Destiny Read) for phones and other devices <p>Professional Capacity</p> <ul style="list-style-type: none"> • Hire a literacy coach • Begin training of Lead Literacy Teachers and they will begin reading endorsement courses • Begin Literacy PLC groups for all grades 3-12 ELA, science, and social studies teachers • Begin Primary Literacy PLC groups for grades K-2. Both PLC groups will include the following specific to their age groups and assessments: <ul style="list-style-type: none"> • Basic Literacy Instruction • Data analysis training for teachers, paraprofessionals, and administrators • Training on data analysis to improve Tier II and Tier III processes 	<ul style="list-style-type: none"> • Training of Lead Literacy Teachers and reading endorsement courses continues • Literacy PLC groups for all grades 3-12 ELA, science, and social studies teachers continues • Primary Literacy PLC groups for grades K-2 continues 	<ul style="list-style-type: none"> • Continue campaign to make students aware of the school's digital library and Follet's app (recognizing student's daily using Follett app's usage data) <p>Professional Capacity</p> <ul style="list-style-type: none"> • Literacy coach will be conducting literacy walkthrough observations and meeting with teachers • Lead Literacy Teachers' training ends and reading endorsement earned • Literacy PLC groups for all grades 3-12 ELA, science, and social studies teachers continues • Primary Literacy PLC groups for grades K-2 continues <p>May/June</p> <ul style="list-style-type: none"> • Literacy coach & Principals will preplan PLC groups for next year: <ul style="list-style-type: none"> ○ Each teacher's placement will depend on observation & PLC performance ○ Plan reading endorsement courses for all teachers
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Section 1: Local Education Agency (LEA)-Partnership Narrative

LEA and Feeder System Introduction

In the early days, Glascock County housed a small, separate one-room schoolhouse for each community within the county. There was a school in Edgehill, Mitchell, Bastonville, and Gibson. As means of transportation developed, the schools merged into one consolidated school located in Gibson. Today, Glascock County School District is comprised of one K-12 facility housing the elementary school and the middle/high school.

The Glascock County School District is the eighth smallest school district in Georgia, by FTE (currently 550), and is one of an increasing number of K-12 schools in Georgia. Although student enrollment is trending down, faculty numbers remain constant and teacher retention rate is high. System administration expects the system FTE count to remain between 500 and 600 for the foreseeable future. The K-12 configuration streamlines the use of resources, enabling the system to use personnel and limited local funds to more directly benefit students. Beginning with the 2018-2019 school year, the system adopted a new school configuration model which included an elementary school and a middle/high school all under the umbrella of Glascock County Consolidated School (GCCS) and in the single K-12 facility. This model included two principals, one for elementary and one for middle/high contrasting from the single K-12 principal model which had been in place since the early 1970s. The primary purpose of this effort is to increase focus on management of curriculum and instruction. The GCCS facility currently houses all Kindergarten through 12th grade students, while system administration, In School Suspension, and Pre-K services are provided in a facility constructed in 1953. The county houses one Head Start class, operated by Washington County Head Start. There is only one home-based daycare in the county which can serve up to eight children. The Head Start Program and two PreK classes feed into the GCCS elementary school. GCCS's students matriculate through one elementary, one middle school, and one high school. The Glascock County School District has made efficient use of resources according to Georgia Department of Education expenditure reports, which indicate that for 2012-2018 the average expenditure per student was less than any other system in Georgia with less than 800 students enrolled. The Glascock County School District became a Charter System effective July 1, 2014, and was recently approved by the State Board of Education to begin its second 5-year charter period on July 1, 2019.

Glascock County Consolidated School (GCCS) is committed to educating all students and preparing them for life beyond high school, whether it be post-secondary or the workforce. In this commitment, the school system believes continued focus on staff development on researched-based instruction and rigorous, continuous refinement and improvement in student learning, will ensure successful implementation of the system's goals.

Community Introduction

Glascock County is located about 125 miles southeast of Atlanta in the Central Savannah River Area (CSRA) region of Georgia. The 2019 U.S. Census Bureau population estimate is 2,995 which is a decrease from the 2011 census count of 3,100 (the 5th smallest county in Georgia by population). Statistics from the 2017 U.S. Census Bureau show that the per capita income in Glascock County is \$19,815, with the median household income of \$42,2820, both well below the state average. The county is rural, with a very small property tax base, and limited retail sales opportunities to generate ESPLOST revenue. Glascock County has a few small businesses, a Dollar General store, two gas stations, a small hometown grocery store, and a nursing home. Glascock County does not have a college/university, does not have a military base, is not a tourist town, and does not have industry. To demonstrate the remote, ruralness of the community, Glascock County does not have a single traffic light. The county road system consists of 105 miles of paved roads and 95 miles of county-maintained dirt roads. Due to limited local businesses, Glascock residents must travel to neighboring counties to purchase goods and services, thereby contributing to neighboring counties' SPLOST revenue and depriving their own. The 2007 U.S. Census report indicates that retail sales per capita in Glascock County is astonishingly only 14.1% of the state average (FY2019 average monthly ESPLOST revenue is \$15,260). Of Georgia's 159 counties, Glascock ranks 157th in ESPLOST

revenue collections and 154th in property tax digest according to 2017 GA Department of Revenue statistics. Most residents are forced to work outside the county with the mean travel time to work being approximately 31 minutes. The school system is the largest employer in the county; however, approximately 50% of certified staff reside outside of Glascock County. Statistics for 2013 further indicate that 22.4% of the population 25 years of age or older are without a high school diploma, and only 9.4% of county residents have a bachelor's degree or higher. According to 2018 U.S. Bureau of Labor Statistics, Glascock County's unemployment rate is 3.6% as compared to Georgia's rate for the same period of 3.8%.

LEA-Partnership Organizations

Partnership Organization	Role of the Organization in Literacy Programming	Contact Information
Augusta University	Augusta University is a P20 partner. Many graduating GCCS students attend Augusta University. Some high school students take dual enrollment classes through AU.	Dr. Judy Wilson, Dean of College of Education 706.667.4961
Babies Can't Wait	The Babies can't wait program identifies children with developmental needs and provides a transition into the school system's special education Pre-K.	Valarie Harrison, Early Intervention Coordinator 706.667.4279 valarie.harrison@dph.ga.gov
Bright from the Start	Bright from the Start provides operational guidelines for Glascock County Pre-K program and monitors implementation. Support is provided from the Pre-K specialist.	Ettoniete Anderson, Pre-K Consultant 706.314.7888 ettoniet.anderson@decal.ga.gov
CSRA RESA	CSRA RESA provides training and support for GCCS staff.	Dr. Debbie Alexander, Executive Director 706.556.6225 dalexander@csraresa.org
East Georgia GLRS	GLRS provides training and support for GCCS staff relating to students with disabilities.	Lisa Hill, Director 706.826.1128 hill.li@boe.richmond.k12.ga.us
Family Connections and Communities in Schools of Glascock County (FC&CIS)	FC&CIS works as an LEA-partner to provide after-school services to children in the school system. In addition, FC&CIS will also conduct a summer program in June for children in the school system.	Wanda Davis, Director 706.598.0722 wdavis@glascock.k12.ga.us
Glascock County Department of Family and Children's Services	DFCS provides support to the school system in offering assistance to families in meeting basic needs.	Tavia Harris, Director 706.598.2955 Tavia.Harris@dhs.ga.gov
Glascock County FERST Foundation (FC&CIS of GC)	Glascock County School District will work with FC&CIS of Glascock County to provide reading materials to children within the county through the FERST Foundation program.	Avery Everett, Program Coordinator 706.598.0722 aeverett@glascock.k12.ga.us
Glascock County Health Department	As the main medical facility in the county for immunizations, the Glascock County Health Department will be a host site for a book/literacy information distribution center for our birth to five initiative. In addition, the county nurse provides flu shots onsite at the school annually.	Nona Lord, County Nurse Manager 706.598.2061 njlord@dhr.state.ga.us

Glascock County local businesses	A book/literacy information distribution center will be placed within each business in the county.	Rhonda Phillips, County Clerk 706.598.2671 glascockboc@classicsouthboc.net
Glascock County religious institutions	A book/literacy information distribution center will be placed within each church in Glascock County.	Rhonda Phillips, County Clerk 706.598.2671 glascockboc@classicsouthboc.net
Glascock County Sheriff's Department	The Sheriff's Department is represented on the school safety team. They provide a full-time resource officer for the school. The resource officer teaches the CHAMPS program to fifth graders.	Jeremy Kelley, Sheriff 706.598.2881 jeremy.kelley@glascockcountysheriff.com
Head Start of Washington County	Head Start provides a formal learning experience to one class of 3-year-old preschool children (limited to 17 children). Head Start students who are identified with a disability are serviced through the school system.	Susie Wilcher 706.598.2020 s.wilcher@nbpw.org
Little People's Daycare	Little People's Daycare is the only childcare provider in the county. This facility is limited to eight children.	Sandra Dawson, Owner/Operator 706.598.3482 mrssanslittlepeople@yahoo.com
Oconee Fall Line Technical College	OFTC partners with GCCS to offer dual enrollment classes to GCCS students.	Dr. Erica Harden, President 478.553.2068. eharden@oftc.edu
Oconee Regional Library System/Glascock County Library	The Glascock County Library makes reading materials available to students. Internet access is also available. A summer reading program is offered.	Amy Cooper, Manager 706.598.9837 acooper@ocrl.org
Warren County College and Career Academy	Though the OFTC partnership, dual enrollment classes are taught at the WCCA. GCCS students are transported there.	Chris Harris, CEO 706.465.3742 charris@warren.k12.ga.us

History of the LEA-Partnership: Local Community Assets

- Food Assistance: Family Connections and Communities in Schools of Glascock County (food pantry, Backpack Program)
- Housing Assistance and Foster Care Support: Glascock County DFCS, FC&CIS family coordinator
- Community Outreach: religious organizations/churches, 4-H
- Early Learning Centers and Private Daycare/Preschool: Glascock County Head Start, Glascock County Pre-K, Little People's Daycare, Glascock County Sheriff's Department
- Access to Print Books and Engaging Programs: Glascock County Public County, the FERST Foundation, Get Georgia Reading
- Healthcare Providers: Glascock County Health Department, Tri-County Health System
- Safety: Glascock County Sheriff's Department

In addition, GCCS collaborates with Family Connections and Communities in Schools of Glascock County (FC&CIS) throughout the school year. FC&CIS communicates with teachers and other support staff to provide student support services. GCCS students participate in after school and summer programs operated by FC&CIS. Furthermore, the GCCS elementary principal collaborates with FC&CIS to offer a half day summer bridge program for targeted at-risk students. The Glascock County School District also collaborates with the Warren County School

System and Oconee Fall Line Technical College in order to offer dual enrollment opportunities for high school students, which are provided at the Warren County College and Career Academy facility located only 13 miles from GCCS. The overarching Charter System goal is to prepare high school students to successfully complete substantial hours of core college courses or technical college programs by high school graduation. Currently, insufficient achievement on the ACCUPLACER assessment prevent many students from participating in dual enrollment opportunities.

Get Georgia Reading Community Status

Glascok County is in the process of joining the “Get Georgia Reading” community through the Family Connections and Communities in School collaboration. Akia Lewis, Project Manager of Get Georgia Reading Campaign, has confirmed that the application has been received and Glascok County will appear on the updated register of GGR partners to be released in February. The Glascok County administrative team has registered and will attend the Get Augusta Reading event on March 13, 2020, hosted by our P-20 partner, Augusta University, and Get Georgia Reading.

Community Population Demographics



Glascok County

Profile of Child, Family, and Community Well-Being

Demographics	Glascok	Georgia
Total Population	3,009	10,297,484
Children Under 18 (%)	23.4%	24.3%
Population by Race/Ethnicity (%)		
White, Non-Hispanic (%)	87.3%	53.2%
Black, Non-Hispanic (%)	9.1%	31.0%
Asian and Pacific Islander (%)	0.1%	3.9%
American Indian (%)	0.5%	0.2%
Multiracial (%)	1.3%	2.0%
Hispanic, of any race (%)	1.6%	9.4%
Median Household Income	\$42,820	\$58,634
Individuals In Poverty (%)	17.5%	14.5%

Data from the U.S. Census American Community Survey, 2014-2018 estimates and SAIFE



The population of Glascok County is approximately 3,000, with the overwhelming majority of the population being white, non-Hispanic. This rural county lacks industrial positions, has limited employment options, and has seen an increase in the percentage of individuals living in poverty. A 27% disparity exists between the median household income in Glascok County and Georgia as a whole. Based on data from the Annie E. Casey Foundation, 17.5% of individuals in Glascok County live in poverty; however, greater than one-third (35.4%) of

families with children have an annual household income of less than 150% the federal poverty level.

Other Relevant Facts: Glascok County

Information sourced from the [Get Georgia Reading Campaign Report](#):

- 63.3% of households have no children*
- 20 households grandparents raising grandchildren**
- 6.2% of households have no vehicle**
- 20.1% of working residents earn less than \$15,000/year from primary job***
- 44.3% of working residents earn less than \$39,999/year from primary job***

Data provided by Get Georgia Reading
 *Source: [Census, Decennial \(2010\) and American Community Survey \(2014-2018\)](#)
 **Source: [Census, American Community Survey \(2014-2018\)](#)
 *** Source: [Longitudinal Employer Household Dynamics \(2015\)](#)

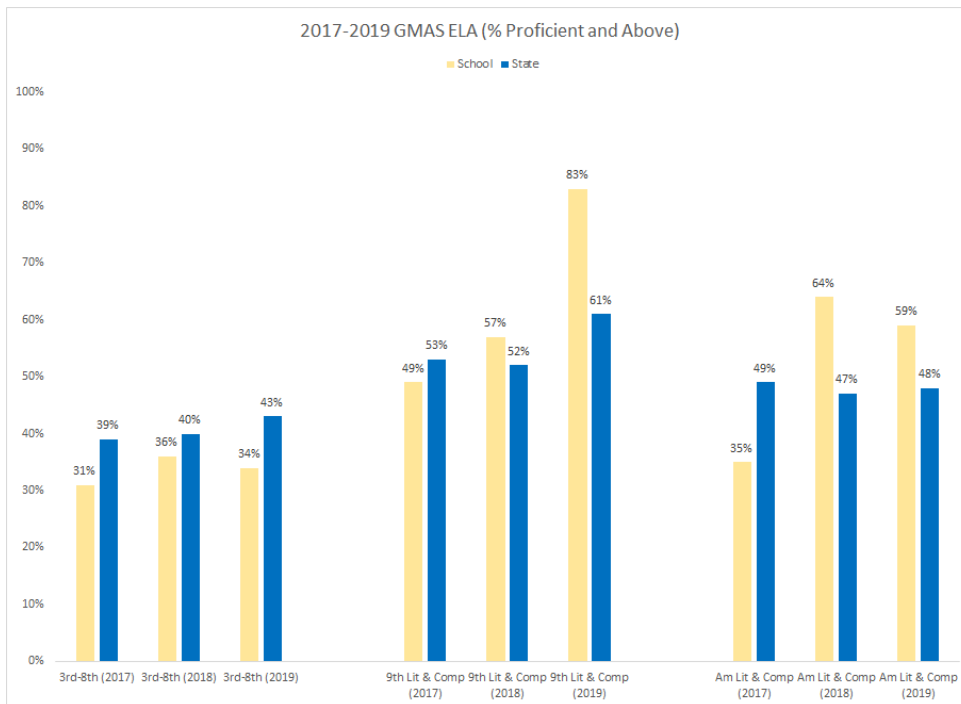
In 2019, approximately 88% of Glascok County’s children were enrolled in the Georgia Pre-K program, as opposed to the state average of 60% (Annie Casey Foundation, 2020). While this is above the state average, in this rural community there are limited opportunities to provide sources of early learning experiences to all Glascok County children birth to five as the community has one licensed family operated child care

and one Head Start classroom through a partnership with Washington County Head Start. No public transportation exists, so when families are limited on transportation the ability for those children to attend the Head Start program is limited.

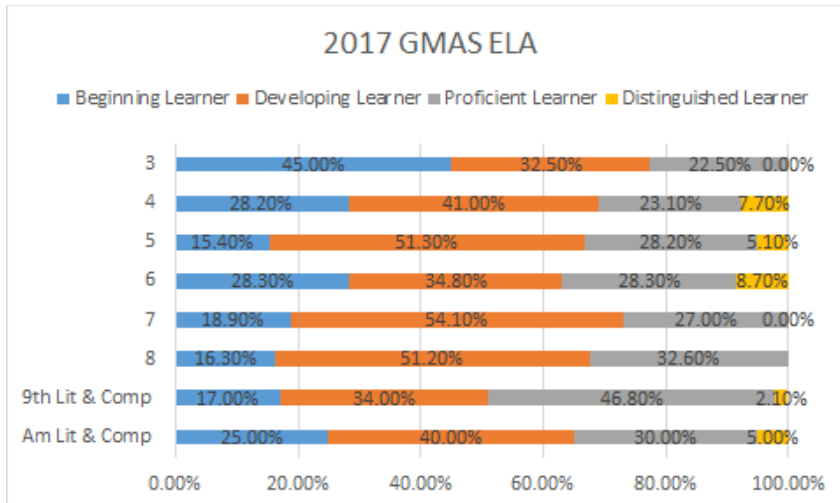
Climate Ratings

As of the 2018/2019 school, both Glascock County schools have a 5-Star School Climate Rating according to the College and Career Ready Performance Index’s Georgia School Climate Rating. Glascock County Elementary School’s Positive Behavior Interventions and Supports (PBIS) Tier I framework is Operational. Glascock Middle and High School’s Tier I PBIS framework would be at the Operational level, but the split of the K-12 school into an elementary school and middle and high school in 2018/2019 created a data gap. All data from the K-12 school was applied to the elementary school, so there was no baseline data for the middle and high school. However, Alisha Logue, PBIS District Coordinator, anticipates the middle and high school receiving Operational status based on the 2018/2019 baseline data for the middle and high school. In addition, both schools began implementation of the PBIS Tier II framework in the 2019/2020 school year.

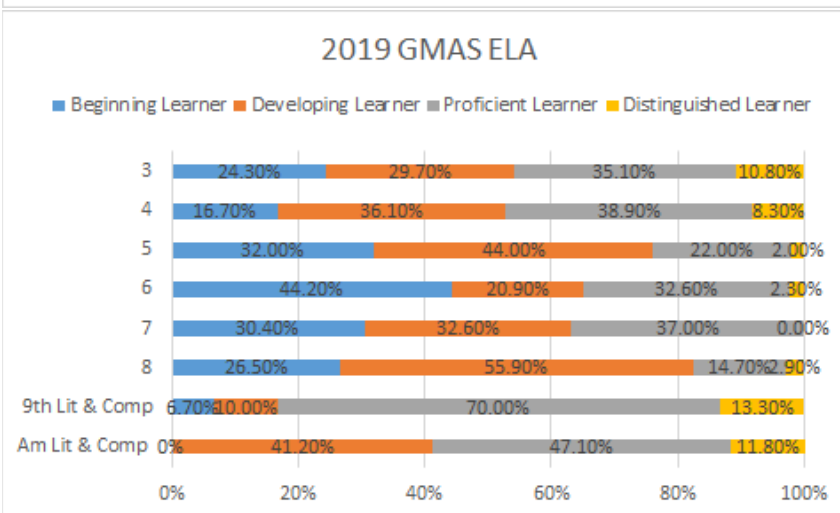
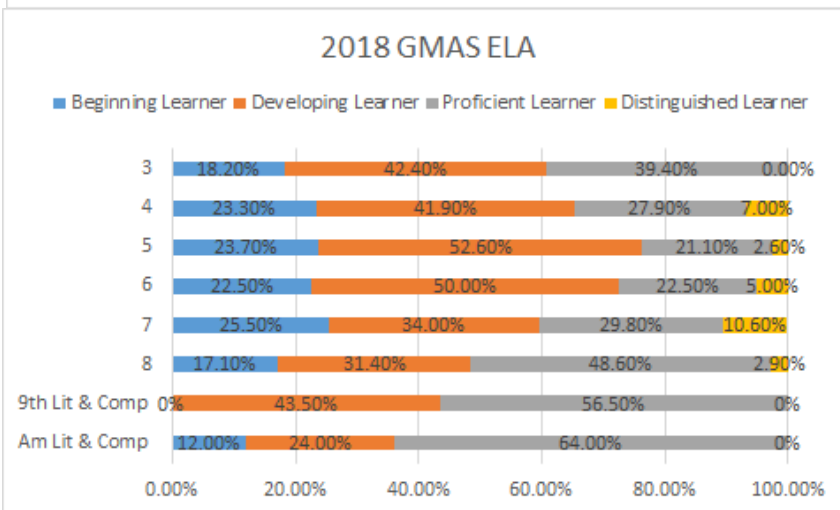
Student Literacy/ELA Outcomes of the Feeder System



In comparing the Georgia Milestones (GMAS) ELA data for Glascock County students for the past three years to state averages, it is apparent that our students lag at the elementary and middle grades. While 9th Literature and American Literature have shown improvement from 2017 scores, most students in grades three through eight are scoring in the Beginning and Developing levels.



As evidenced by the Milestones ELA charts to the left, over the past three years the percentage of students in 3rd grade who are beginning or developing learners remains stagnant at 50% or higher.



Plan for Routine Engagement of Early Childhood Education and Care Providers

Communication and collaboration occur regularly between the Special Education Director of Glascock County School District, the special education teacher, and Head Start staff in order to identify and serve students with disabilities who attend Head Start in Glascock County. Pre-K teachers and the Pre-K director meet with Head Start

staff to ensure a seamless transition from Head Start to Pre-K. Glascock County Pre-K is a part of the Glascock County School District, and the elementary principal serves as the Pre-K director. Currently, there is little communication between the school district and the daycare provider in the county, Little People's Daycare. The Glascock County Literacy Initiative Outreach Team (LOT) will facilitate regular communication with the daycare provider. As professional learning opportunities for early learning providers is secured by the district, private and public partners will be invited, and the scheduling of the learning will be arranged to best accommodate the time needs of all parties.

Plan for Routine Engagement of Community Coalition

The principals from Glascock County Elementary School and Glascock County Middle and High School will lead the development of a Glascock County Literacy Initiative Outreach Team (LOT). The principals will begin building this team in the Fall of 2020. This team will be made up of parents, community members (non-parents of children currently in the school system), local business owners, teachers, and local elected officials. The LOT's primary initial purpose is to develop a plan for implementing and executing the Birth to Five Literacy Plan. It is the hope that the extensive representation of this team's membership will ensure the widest possible coverage of the county. This team will provide literacy literature and reading materials to local businesses, churches, government agencies, and the one daycare center in Glascock County. The LOT will interact with community organizations to begin the partnership by explaining the need for birth to five literacy development in general and specifically for our county. Then the team will work to maintain the partnerships by keeping them updated on current data for the county, current research on literacy, and maintaining supplies of the literacy literature and book packs. The LOT will acquire the literacy literature, books, and display cases. The team will organize the packaging and delivery of the literacy items to the newly developed community partners. Finally, the LOT will begin looking for ways to fund this aspect of the Birth to Five plan for when the L4GA grant expires. The LOT will meet quarterly to develop plans, task lists, assignments, due dates, and follow-up checks.

In addition, the school principals will work to strengthen the partnerships with the public library and Family Connections and Communities in School (FC&CIS). The school's point-of-contact, Vicky Usry, media specialist, will meet with Amy Cooper, Glascock County Public Library manager quarterly to share data, information, and discuss programs. The school's point-of-contact, Breanna Phillips, school counselor, will also continue to work with Wanda Davis, Director of FC&CIS, and Karen Sammons, FC&CIS Family Coordinator, on a regular basis to find more ways to serve the children on Ms. Sammons caseload as well as to share data and information to improve the work of the FC&CIS After-School Program. The school principals will also ensure that the schools are represented at community events and distribute literacy literature and book packs to families.

Plan for Routine Engagement of P-20 Partnership

Augusta University serves as Glascock County's P-20 partner. Augusta University conducts two P-20 meetings each year in the spring and the fall. Dr. Judy Wilson of Augusta University's College of Education is the coordinator the P-20 program. Our Birth to Five plan includes utilizing Augusta University's *Ready, Set, Read* course to train noncertified staff in our school district, Head Start personnel, community partners, and community members at large.

In addition to the school system's P-20 partnership, Glascock County also works closely with Oconee Fall Line Technical College (OFTC) to provide dual enrollment opportunities for our students. Glascock County makes two trips a day to the Warren County College and Career Academy for students to take technical school courses and core college courses. Glascock County administrators meet regularly with OFTC leaders and Warren County administrators to review data and plan course offerings and programs. Furthermore, as individual students indicate interest in other colleges, our school counselor, Breanna Phillips, contacts and facilitates a partnership between the high school and the college to provide a positive dual enrollment experience for these students. As of 2019/2020, our students have taken dual enrollment courses with East Georgia College, Augusta Technical College,

Georgia Southern University, Georgia College and State University, and Georgia Military College. The long-range goal for our school district is to improve literacy for all students to such a level that every student who enters high school be eligible to take and be successful in at least one dual enrollment course. As a result of meeting this goal, fewer Glascock County graduates will need to take remedial courses in college.

Section 2: LEA-Partnership Management Plan and Key Personnel

LEA Office Support for Grant Management

The Glascock County School District has identified key district and school level personnel to support implementation of the L4GA grant. The Superintendent, Federal Programs Director, Elementary Principal, and Middle/High Principal will plan together in the implementation of grant activities. The Federal Programs Director will serve as the Program Manager for the L4GA grant. The principals and Glascock County Literacy Outreach Initiative Team will be responsible for ensuring execution of the Birth to Five literacy plan. Key personnel involved in grant implementation are listed in the charts below.

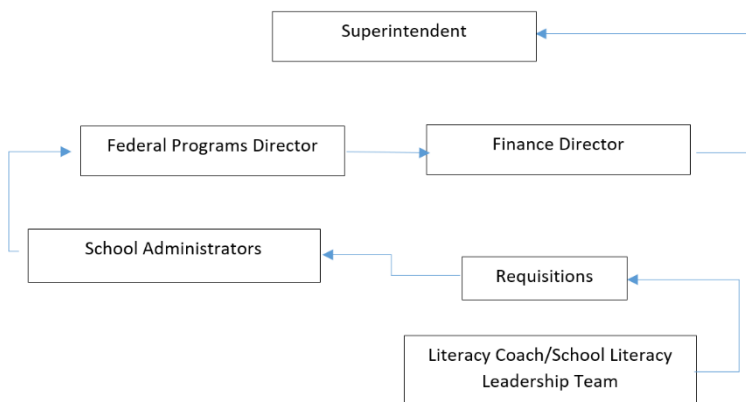
Central Office Personnel Contact Information

Name	Role	Email
James Holton	Superintendent	jholton@glascock.k12.ga.us
Jessica Miller	Federal Programs Director/Special Education Director/ MTSS Coordinator	Jmiller@glascock.k12.ga.us
Candy Beggs	Finance Director	cbeggs@glascock.k12.ga.us
Tina Smith	Administrative Assistant	tsmith@glascock.k12.ga.us

Key School Personnel

Name	School	Role	Email
Ann Cantrell	GCES	Elementary Principal	acantrell@glascock.k12.ga.us
Michael Costello	GCMHS	Middle & High School Principal	mcostello@glascock.k12.ga.us
Breanna Phillips	Both	PK-12 Counselor/Work Based Learning Coordinator	bphillips@glascock.k12.ga.us
Vicky Usry	Both	Media Specialist/Curriculum Coordinator	vusry@glascock.k12.ga.us
Sandi Mitchell	Both	School Bookkeeper	smitchell@glascock.k12.ga.us
Alecia Hilson	Both	Math Academic Coach (49%)	ahilson@glascock.k12.ga.us
Alisha Logue	Both	PBIS District Coordinator/Gifted Program Director	alogue@glascock.k12.ga.us
Karen Sammons	Both	FC&CIS Family Coordinator	ksammons@glascock.k12.ga.us
Future hire	Both	Literacy Coach	

Flow of Grant Functions for District Strategic Plan and Comprehensive Needs Assessment



When developing budgets, all considerations begin with the District and School Improvement Plans which are based on needs identified through the comprehensive needs assessment process. In both the strategic plan and the comprehensive needs assessment, there is a focus on improving student achievement in literacy. The L4GA grant would support and align with the strategic plan and the district/school improvement plans. Resources and

professional learning needs will be identified by the Literacy Coach and School Literacy Leadership Team, who will forward those requests to the principal. Principals match expenditure requests to the identified school improvement goal/action step and forward requests to the Federal Programs Director for verification and purchasing.

The Federal Programs Director will serve as the Program Manager for the L4GA grant and will supervise the following elements of grant administration: monitoring of schools and programs sufficient to ensure compliance with federal and state program requirements; monitoring program expenditures to verify that all expenditures comply with literacy plan requirements and maintaining all necessary documentation; and implementing, monitoring, and evaluating the program as an ongoing process throughout the duration of the grant. The Federal Programs Director attends GaDOE Federal Programs training sessions to ensure compliance with federal and state guidelines.

All federal programs follow guidelines detailed in EDGAR and state guidelines for purchases. The Glascock County School District has internal controls in place to verify that the implementation of the award is conducted in an appropriate manner to avoid fraud and error. All personnel who will be assisting with grant administration are experienced and skilled to ensure grant funds are expended as budgeted and follow established internal control procedures. The Glascock County School District coordinates local, state, and federal funds to ensure grant monies are used to supplement student achievement and school improvement.

Controls for Spending:

Our internal control process provides reasonable assurance that each program's objectives will be met. We use the Grants Accounting Online Reporting System (GAORS) provided by the GADOE to plan, budget, expend, and draw funds. The district operates strictly by the policies and procedures as set forth in the system's overarching document "Federal Programs Uniform Grant Guidance." The school is provided written financial and program policies on an annual basis to ensure that internal controls, including but not limited to the segregation of duties, accountability, appropriate authorization, and compliance with all applicable laws and regulations are met. In addition, each staff member is provided a copy of the system's Fraud, Waste, and Abuse Policy annually. Signatures of receipt and understanding of the policy are kept on file.

Financial and Programmatic Audit Findings

Each year, the Glascock County Board of Education submits to an annual external audit in accordance with state and federal guidelines. Due to collaborative efforts and an established culture of fiscal responsibility, Glascock County has received no audit findings for the past three years.

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

Overarching Needs	Resource/Material	Projective Impact	Funding Sources
2, 4	Assessments <ul style="list-style-type: none"> • Reading Inventory • DIBELS next • PPVT IV • PALS • GKIDS Readiness Check • MAP 	<ul style="list-style-type: none"> • Effective planning for instruction • Teacher support • Identification of individual student needs 	L4GA Local (MAP) DOE (GKIDS)
1, 2, 3, 4	Professional learning associated costs to support literacy initiatives <ul style="list-style-type: none"> • Stipends • Travel expenses • Conference/workshop registration fees • Reading endorsements • Substitutes 	<ul style="list-style-type: none"> • Teacher support • Quality of instruction 	L4GA
2,4	Diagnostic Instruments/Benchmarks (MAP)	<ul style="list-style-type: none"> • Universal screening of all students • Individual diagnostics to meet student needs 	Local Funds
1,2,3,5	Print books and digital books for media center	<ul style="list-style-type: none"> • Student access to engaging, level appropriate reading materials • Increased student interest and leisure time spent reading 	L4GA
1,2,3,5	Text based literacy-based resources to support literacy across all content areas	<ul style="list-style-type: none"> • Content literacy • Improved student achievement and engagement 	L4GA
1,2,4	Professional texts and resources to support professional learning	<ul style="list-style-type: none"> • Quality instruction • Teacher support 	L4GA
1,3	Resources (books, literature, display stands) for literacy outreach displays (B-5)	<ul style="list-style-type: none"> • Literacy access to all children 	L4GA
2,5	Digital literacy resources to engage 21 st century learners in research, composition, and authentic reading materials	<ul style="list-style-type: none"> • Instructional engagement • Access to print • Student supports 	L4GA
2,4	Evidence based core literacy program to provide quality, GSE aligned Tier I instruction	<ul style="list-style-type: none"> • Access to print • Instructional engagement • Increased literacy 	L4GA
2,5	Laptops to increase access to text, keyboarding, composition skills, postsecondary readiness Carts to house laptops	<ul style="list-style-type: none"> • Instructional engagement • Access to print • Student supports 	L4GA
1,2,3,5	iPads for Pre-K and kindergarten classroom	<ul style="list-style-type: none"> • Access to print • Instructional engagement • Student supports 	L4GA

1,2,5	Printers/copiers to assist with student access to print	<ul style="list-style-type: none"> • Student supports • Access to print and information • Instructional support 	L4GA
1,2,3,5	Furniture to house increased text and materials to support student engagement in literacy-focused instruction	<ul style="list-style-type: none"> • Student support • Access to literacy materials 	L4GA
1,2,3,4,5	Resources and materials for targeted interventions and enrichment at all levels	<ul style="list-style-type: none"> • Student support • Instructional engagement 	L4GA

Section 9: Budget Narrative Summary

Year One (2020/2021)		
Budget Area	A Closer Inspection of Needs	Percentage of Budget*
Ongoing professional learning: In year one, we will train our administrators, literacy coach, and teacher leaders to be literacy instructional leaders. We will develop our core literacy implementation plan. In addition, all instructional staff will participate in professional learning around foundational reading (basic literacy instruction). A Literacy Coach will also be hired.	<ul style="list-style-type: none"> • Literacy Coach • Literacy Coach training • Reading Endorsement for Lead Literacy Teachers and stipend • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends • Primary Literacy PLC resources and stipends • Training on new assessments (required by grant) • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) 	60%
Initial Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy program. We will hire additional paraprofessionals to support literacy.	<ul style="list-style-type: none"> • Print books and resources • Digital books and resources • Diagnostic instruments • Universal screeners • Furniture (for new literacy materials & Birth to Five displays for community locations) • Targeted interventions and enrichment materials • Birth to Five outreach resources • Primary grade iPads • Digital literacy instruments (grades 3-12) • AR licenses for high school students • Paraprofessionals (three, one for each grade cluster) 	35%
Administration	<ul style="list-style-type: none"> • Fiscal Management 	5%

*Budget percentages based on \$500 per FTE annually.

Year Two (2021/2022)		
Budget Area	A Closer Inspection of Needs	Percentage of Budget*
Ongoing professional learning: In year two, we will continue to train our administrators, literacy coach, and teacher leaders to continue development in literacy instructional leadership. All instructional staff will earn their Reading Endorsement (ELA, science, & social studies teachers) or complete the <i>Ready, Set, Read</i> course (paraprofessionals &	<ul style="list-style-type: none"> • Literacy Coach • Literacy Coach training • Reading Endorsement for all remaining ELA, science, and social studies teachers, and stipend • <i>Ready, Set, Read</i> courses for all paraprofessionals • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends 	65% (reading endorsement & <i>Ready, Set, Read</i> courses for the majority of the staff in this year)

community partners). Both Literacy PLCs will continue seeking mastery of basic literacy instruction. All new staff will also complete the basic literacy instruction PLC.	<ul style="list-style-type: none"> • Primary Literacy PLC resources and stipends • New Teacher Literacy PLC resources and stipends • New Teacher Primary Literacy PLC resources and stipends • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) 	
Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy program. We will hire additional paraprofessionals to support literacy.	<ul style="list-style-type: none"> • Print books and resources • Digital books and resources (continued expansion of available titles for higher Lexile readers) • Diagnostic instruments • Universal screeners • Furniture (for new literacy materials & Birth to Five displays for community locations) • Targeted interventions and enrichment materials • Birth to Five outreach resources • Primary grade iPads (continued) • Digital literacy instruments (grades 3-12) (Foorman et al). • AR licenses for high school students • Paraprofessionals (three, one for each grade cluster) 	30%
Administration	<ul style="list-style-type: none"> • Fiscal Management 	5%

*Budget percentages based on \$500 per FTE annually.

Year Three (2022/2023)		
Budget Area	A Closer Inspection of Needs	Percentage of Budget*
Ongoing professional learning: In year three, we will continue to train our administrators, literacy coach, and teacher leaders to continue development in literacy instructional leadership. Both Literacy PLCs will continue; however, grouping will depend on teacher effectiveness in literacy instruction based on observations and assessments. All new staff will also complete the basic literacy instruction PLC. All new instructional staff who do not have the Reading Endorsement or have	<ul style="list-style-type: none"> • Literacy Coach • Literacy Coach training • Reading Endorsement for all new ELA, science, and social studies teachers, and stipend • <i>Ready, Set, Read</i> courses for all new paraprofessionals • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends • Primary Literacy PLC resources and stipends • New Teacher Literacy PLC resources and stipends • New Teacher Primary Literacy PLC resources and stipends 	50% (fewer reading endorsement & Ready, Set, Read courses required)

not completed the <i>Ready, Set, Read</i> course will do so.	<ul style="list-style-type: none"> • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) 	
Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy program. We will hire additional paraprofessionals to support literacy.	<ul style="list-style-type: none"> • Print books and resources • Digital books and resources (continued expansion of available titles for higher Lexile readers) • Diagnostic instruments • Universal screeners • Furniture (for new literacy materials & Birth to Five displays for community locations) • Targeted interventions and enrichment materials • Birth to Five outreach resources • Primary grade iPads (continued) • Digital literacy instruments (grades 3-12) (Foorman et al). • AR licenses for high school students • Paraprofessionals (three, one for each grade cluster) 	45%
Administration	Fiscal Management	5%

***Budget percentages based on \$500 per FTE annually.**

Year Four (2023/2024)		
Budget Area	A Closer Inspection of Needs	Percentage of Budget*
Ongoing professional learning: In year four, we will continue to train our administrators, literacy coach, and teacher leaders to continue development in literacy instructional leadership. Both Literacy PLCs will continue; however, grouping will depend on teacher effectiveness in literacy instruction based on observations and assessments. All new staff will also complete the basic literacy instruction PLC. All new instructional staff who do not have the Reading Endorsement or have not completed the <i>Ready, Set, Read</i> course will do so.	<ul style="list-style-type: none"> • Literacy Coach • Literacy Coach training • Reading Endorsement for all new ELA, science, and social studies teachers, and stipend • <i>Ready, Set, Read</i> courses for all new paraprofessionals • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends • Primary Literacy PLC resources and stipends • New Teacher Literacy PLC resources and stipends • New Teacher Primary Literacy PLC resources and stipends • Training on new assessments (required by grant) • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) 	50% (fewer reading endorsement & <i>Ready, Set, Read</i> courses required)

Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy program. We will hire additional paraprofessionals to support literacy.	<ul style="list-style-type: none"> • Print books and resources • Digital books and resources (continued expansion of available titles for higher Lexile readers) • Diagnostic instruments • Universal screeners • Furniture (for new literacy materials & Birth to Five displays for community locations) • Targeted interventions and enrichment materials • Birth to Five outreach resources • Primary grade iPads (continued) • Digital literacy instruments (grades 3-12) (Foorman et al). • AR licenses for high school students • Paraprofessionals (three, one for each grade cluster) 	45%
Administration	<ul style="list-style-type: none"> • Fiscal Management 	5%

*Budget percentages based on \$500 per FTE annually.

Year Five (2024/2025)		
Budget Area	A Closer Inspection of Needs	Percentage of Budget*
Ongoing professional learning: In year five, we will continue to train our administrators, literacy coach, and teacher leaders to continue development in literacy instructional leadership. Both Literacy PLCs will continue; however, grouping will depend on teacher effectiveness in literacy instruction based on observations and assessments. All new staff will also complete the basic literacy instruction PLC. All new instructional staff who do not have the Reading Endorsement or have not completed the <i>Ready, Set, Read</i> course will do so.	<ul style="list-style-type: none"> • Literacy Coach • Literacy Coach training • Reading Endorsement for all new ELA, science, and social studies teachers, and stipend • <i>Ready, Set, Read</i> courses for all new paraprofessionals • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends • Primary Literacy PLC resources and stipends • New Teacher Literacy PLC resources and stipends • New Teacher Primary Literacy PLC resources and stipends • Training on new assessments (required by grant) • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) 	50% (fewer reading endorsement & <i>Ready, Set, Read</i> courses required)
Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy	<ul style="list-style-type: none"> • Print books and resources • Digital books and resources (continued expansion of available titles for higher Lexile readers) • Diagnostic instruments 	45%

<p>program. We will hire additional paraprofessionals to support literacy.</p>	<ul style="list-style-type: none"> • Universal screeners • Furniture (for new literacy materials & Birth to Five displays for community locations) • Targeted interventions and enrichment materials • Birth to Five outreach resources • Primary grade iPads (continued) • Digital literacy instruments (grades 3-12) (Foorman et al). • AR licenses for high school students • Paraprofessionals (three, one for each grade cluster) 	
<p>Administration</p>	<ul style="list-style-type: none"> • Fiscal Management 	<p>5%</p>

*Budget percentages based on \$500 per FTE annually.

<p style="text-align: center;">Year Six (2025/2026) and Beyond (Sustainability)</p>		
<p style="text-align: center;">Budget Area</p>	<p style="text-align: center;">A Closer Inspection of Needs</p>	<p style="text-align: center;">Funding Source</p>
<p>Ongoing professional learning: In year six and beyond, we will continue to train our administrators, literacy coach, and teacher leaders to continue development in literacy instructional leadership. Both Literacy PLCs will continue; however, grouping will depend on teacher effectiveness in literacy instruction based on observations and assessments. All new staff will also complete the basic literacy instruction PLC. All new instructional staff who do not have the Reading Endorsement or have not completed the <i>Ready, Set, Read</i> course will do so.</p>	<ul style="list-style-type: none"> • Literacy Coach (49% to maintain training new teacher leaders and quality of literacy instruction) • Lead Literacy Teacher Supplement • Travel Expenses • Literacy PLC resources and stipends • Primary Literacy PLC resources and stipends • Substitutes for training that takes place during the school day • Professional learning expenses (conference, institutes, etc.) • New Teacher Literacy PLC resources and stipends • New Teacher Primary Literacy PLC resources and stipends • Reading Endorsement for all new ELA, science, and social studies teachers, and stipend • <i>Ready, Set, Read</i> courses for all new paraprofessionals 	<p style="text-align: center;">State and Local Funds and funds raised through Literacy Outreach Team to sustain Birth to Five resources</p>
<p>Resources for Plans' Development and Implementation: We will purchase the instructional resources to support the implementation of our core literacy program. We will hire additional paraprofessionals to support literacy.</p>	<ul style="list-style-type: none"> • Print books and resources (continued review of and replacement as needed) • Digital books and resources (continued review of and replacement as needed) • Diagnostic instruments • Universal screeners • Targeted interventions and enrichment materials (continued review of and replacement as needed) • Birth to Five outreach resources (continued review of and replacement as needed) 	

	<ul style="list-style-type: none"> • Primary grade iPads & Digital literacy instruments (grades 3-12) (continued review of and replacement as needed) • AR licenses for high school students 	
Administration	<ul style="list-style-type: none"> • Fiscal Management 	State & Local Funds

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AUGUSTA
UNIVERSITY

February 5, 2020

To Whom It May Concern:

We write you today expressing the commitment of Augusta University's College of Education to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school, success in school and beyond.

Augusta University serves as a partner with the Glascock County School System as members of the East P-20 Collaborative. The partnership provides the district with professional learning opportunities, resources, networking, and facilities usage. Augusta University realizes that a true partnership between the university and school district creates a common understanding, shared language, and united vision. Our relationship helps create a seamless transition for the novice teachers as they move from the university to working in a school. Augusta University's College of Education is prepared to assist with professional learning plans for school district faculty included in Glascock County's L4GA Grant application.

We hope to affect positive change through combined, sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

Dr. Judi H. Wilson
Dean
College of Education
Augusta University
jwilso24@augusta.edu
706-667-4368

COLLEGE OF EDUCATION
Office of the Dean

Mailing Address:
1120 15th Street, UH-345
Augusta, Georgia 30912

Office Address:
2500 Walton Way, University Hall 345
Augusta, Georgia 30904

T (706) 737-1499
F (706) 667-4706
augusta.edu



January 22, 2020

To Whom It May Concern:

We write you today expressing Oconee Fall Line Technical College's commitment to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school and success in school and beyond.

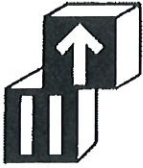
Oconee Fall Line Technical College realizes that a true partnership between the college and school district creates a common understanding, shared language, and united vision. Oconee Fall Line Technical College is aligned with the school's system's focus on developing students who are college or career ready, Oconee Fall Line Technical College is committed to supporting the Glascock County School System's Literacy for Learning, Living, and Leading in Georgia (LAGA) grant program.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

A handwritten signature in black ink, appearing to read "Erica Harden", written in a cursive style.

Erica Harden, President
Oconee Fall Line Technical College



WASHINGTON COUNTY NB & PW CLUB, INC.

"HEAD START/GA PRE-K"

P.O. BOX 896 • SANDERSVILLE, GEORGIA 31082

Accredited by the
National Association
for the education of
Young Children



January 22, 2020

To Whom It May Concern:

Washington County NB & PW Club, Inc., Head Start/GA Pre-K program supports the Glascock County Literacy Partnership's goal for every child to be reading on grade level by the end of the third grade.

Washington County NB & PW Club, Inc., Head Start/GA-Pre-K pledges to participate in the Glascock County Literacy Partnership to engage our community, agencies, and service organizations to strengthen foundational literacy skills for all children in Glascock County.

Our specific role will be to:

- Commit to the four-pillars approach of Get Georgia Reading to help spark systemic community change and support for literacy.
- Serve as a member of the Glascock County Literacy Partnership (quarterly meetings).
- Review disaggregated student literacy data at least annually at Partnership meetings and participate in discussions to determine how to use the data to meet the needs of children and families.
- Use findings from data analysis to inform future plans for engaging children and families in literacy learning.
- Participate in professional learning opportunities on evidence-based literacy strategies to strength the transition for Glascock County students from Head Start to Primary School.

Sincerely,

Susie D. Wilcher, Executive Director/Head Start Director
Washington County NB & PW Club, Inc.
Head Start/GA Pre-K
P. O. Box 896
Sandersville, GA 31082-0861



J. Patrick O'Neal, M.D., Commissioner / Brian Kemp, Governor

1916 North Leg Road
Augusta, Georgia 30909-4437
Phone: 706-667-4327 Fax: 706-667-4365
www.ecphd.com

January 22, 2020

To Whom It May Concern:

We write you today expressing Babies Can't Wait's commitment to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize developing literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families and we know this endeavor can ultimately impact their readiness to begin school and future success.

As a community partner, we pledge to participate in the Glascock County Literacy Partnership to engage our community, agencies and service organizations to strengthen foundational literacy skills for all children in Glascock County. The main objective of our project is to consolidate available community resources and deliver those resources directly into the hands of families in the community.

We hope to promote positive change through combined sustained efforts as a community and look forward to seeing the results in our next generation of proficient readers.

Sincerely,

Valarie Harrison
Early Intervention Coordinator

East Central Health District

D. Stephen Goggans, MD, MPH, FACP, District Health Director



Dr. Debbie Alexander
Executive Director

4683 Augusta Hwy., S.E.
Dearing, Georgia 30808
Phone: (706) 556-6225
Fax: (706) 556-8891
www.csraresa.net

A Regional Educational Service Agency for the schools of

BURKE COUNTY
COLUMBIA COUNTY
EMANUEL COUNTY
GLASCOCK COUNTY
JEFFERSON COUNTY
JENKINS COUNTY
LINCOLN COUNTY
MCDUFFIE COUNTY
RICHMOND COUNTY
TALIAFERRO COUNTY
WARREN COUNTY
WILKES COUNTY

2/1/2020

To whom it may concern:

Please accept this letter of support for the Glascock County School System's application for L4GA grant funding. If the proposal submitted by Glascock County is selected for funding by the Georgia Department of Education, it is the intent of CSRA RESA to collaborate as detailed in their proposal.

Glascock County School System is an active member of CSRA RESA. CSRA RESA is one of 16 Regional Educational Service Agencies in Georgia, and serves the counties of Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren and Wilkes. We serve 123 schools with approximately 78,400 students and 5,000 teachers. We offer educators a variety of opportunities for job-embedded professional learning and coaching. This includes our Educator Preparation Program (EPP) which prepares teachers from non-traditional degree programs for initial certification through GaTAPP and prepares certified teachers through content endorsement programs in Gifted, K-5 Mathematics, and K-12 Reading. In partnership with our schools and systems, we strive to provide high quality professional learning to support teachers and schools throughout the CSRA.

CSRA RESA partners with the Get Georgia Reading (GGR) Campaign and the community campaigns around the region and state. We recognize the significant and long-term consequences for all Georgians when students are not reading on grade level. Addressing the GGR pillar of teacher preparation and effectiveness, we are fully committed to helping to reduce the barriers to learning for our youngest learners by emphasizing reading proficiently by the end of third grade. We work alongside local collaborative service agencies to stay informed of critical issues facing our families and children. We can leverage our services to develop innovative solutions to complex problems to address the GGR pillars of language nutrition, access and helping to create positive learning climates for students.

CSRA RESA also partners with the Sandra Deal Center for Early Language and Literacy to provide professional learning and classroom coaching on student engagement by fostering *Investment, Independence, and Initiation using the SEE-KS framework and through Language and Literacy Mentoring for Leadership (LLM)*.

We look forward to Glascock County School System being awarded this funding. We are committed to supporting their work to strengthen literacy from birth-12th grade and believe this is key to changing the landscape of communities and positively impacting the lives of all children in the district.

Thank you,

A handwritten signature in cursive script that reads "Debbie Alexander".

Dr. Debbie Alexander



Lisa Hill, Ed. S.
Director

864 Broad Street
Augusta, GA 30901

February 5, 2020

To whom it may concern:

Please accept this letter of support for the Glascock County School System's application for the L4GA grant. Once the proposal submitted by Glascock County School System is selected for funding by the Georgia Department of Education, East Georgia Learning Resource System will collaborate and support them as detailed in the proposal.

The Georgia Learning Resources System (GLRS) is a network of 18 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities. East GLRS serves Region 10, which includes Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren and Wilkes counties.

GLRS staff is specialized in providing professional learning, technical assistance and coaching for school systems on a variety of topics related to students with disabilities including: Providing Least Restrictive Environment (LRE) support to school systems, supporting the State Systemic Improvement Plan (SSIP), analyzing data, facilitating math and reading projects, implementing drop-out prevention initiatives, supporting transition planning, and developing other specialties based on student needs related to indicators in the State Performance Plan.

We look forward to partnering with Glascock County to support the proposal once funding is awarded. We believe that helping all children become proficient readers is the key to success for all students and improvement of our communities.

Sincerely,

Lisa M. Hill, Ed. S.

Director
East GLRS

Glascok County Public Library

738 Railroad Avenue
P.O. Box 128
Gibson, Georgia 30810
706-598-9837 Fax 706-598-2611

January 22, 2020

To Whom It May Concern:

We write you today expressing Glascok County Public Library's commitment to partner with the Glascok County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascok County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

Glascok County Public Library pledges to participate in the Glascok County Literacy Partnership to engage our community, agencies, and service organization to strengthen foundational literacy skills for all children in Glascok County. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community. We serve children in Glascok County in a number of ways, including:

- Supporting research and reading through our print and digital resource collections
- Supporting Early Literacy through programs and collections

Our organization primarily serves families and individuals of all ages, and as part of the Glascok County's Literacy Initiative, we will provide resources, as well as guidance and expertise.

We hope to affect positive change throughout our combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,



Amy Cooper

Branch Manager

Glascok County Public Library

acooper@ocrl.org

Glascok County Literacy Initiative Outreach

January 22, 2020

To Whom It May Concern:

We write you today expressing Fellowship Baptist Church's commitment to partner with the Glascok County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascok County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

As a community partnership, we intend to collaborate with the school district targeting children from birth through age five and their parents. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,



Rev. Tommy Harwell
1745 Highway 171 S.
Gibson, GA 30810

Glascok County Literacy Initiative Outreach

January 22, 2020

To Whom It May Concern:

We write you today expressing Mitchell Full Gospel's commitment to partner with the Glascok County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascok County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

As a community partnership, we intend to collaborate with the school district targeting children from birth through age five and their parents. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,



Rev. Kyle Downs
5057 W. Highway 102
Mitchell, GA 30820

Glascok County Literacy Initiative Outreach

January 22, 2020

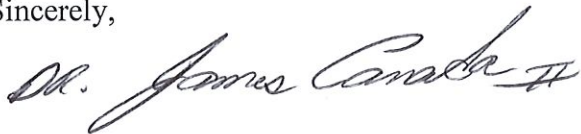
To Whom It May Concern:

We write you today expressing Magnolia Baptist Church's commitment to partner with the Glascok County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascok County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

As a community partnership, we intend to collaborate with the school district targeting children from birth through age five and their parents. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

A handwritten signature in cursive script that reads "Dr. James Canada II". The signature is written in dark ink and is positioned below the word "Sincerely,".

Dr. James Canada II
P.O. Box 95
Gibson, GA 30810



January 22, 2020

To Whom It May Concern:

We write you today expressing Glascock County Department of Family and Children Services' commitment to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school and success in school and beyond.

As a community partnership, we pledge to participate in the Glascock County Literacy Partnership to engage our community, agencies, and service organizations to strengthen foundational literacy skills for all children in Glascock County. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of families in the community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

A handwritten signature in black ink that reads "Tavia Harris".

Tavia Harris



**Family Connection and Communities In Schools
of Glascock County, Inc.**

370 West Main Street
P.O. Box 211
Gibson, GA 30810

Phone: (706) 598-0722
Fax: (706) 598-0797
www.fccisglascock.org

January 22, 2020

To Whom It May Concern:

We write you today expressing Family Connection and Communities In Schools of Glascock County, Inc.'s (FCCIS-GC, INC.) commitment to partner with the Glascock County School System with the Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

FCCIS-GC, INC. is a private non-profit 501(C) 3 charitable organization which has been located in Glascock County since 1999. It conducts community assessments, provides the platform for community-wide planning, coordinates program implementation, and builds the partnerships required to respond to the identified needs of the county's children, youth and families. **The mission of FCCIS-GC, Inc. is to bridge the gap of unrealized possibilities and unfulfilled potential by uniting our community, connecting resources and providing support to ensure the success of all children and families.** It is officially authorized by the Glascock County Board of Commissioners as the county's planning and advocacy body for children, youth, and families.

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources, and delivering those resources directly into the hands of all eligible families in the community.

The following is a list of programs that FCCIS-GC, INC, currently offers:

After School and Summer Program	Clothes Closet	Holiday Luncheon
Alcohol and Substance Abuse Prevention	Crib and Car Seat Program	Red Ribbon Week
AmeriCorps	Driver's Education	Sights for Students
Bright From the Start (SFSP / CACFP)	Energy Assistance	Toys for Tots
Career Fair	GED Testing Fees	Workforce Innovation and
Character Education	Golden Harvest Food Bank	Opportunity Act
Children's Literacy (Ferst Readers)	Health Fair	Youth Survey (9 th -12 th Grade)

All the programs offered affect our children and families but we would like to highlight four of the programs that we feel have a direct impact on the Literacy Initiative Outreach project.

1. **FERST Readers** -was founded in 2009 in Glascock County to address the growing problem of children, many from low-income communities, entering kindergarten without basic early literacy skills



Executive Board Members
Kathy Chalker, Chair, LaVerne Booton, Co-Chair, Jim Holton, Secretary, Don Wren, Treasurer
Michael Gilmer, Nona Lord, Charles Harrell, Larry Tucker, Gwyn Couch
Wanda Davis, Executive Director


and school readiness, a preventable problem that has far-reaching impacts throughout students' lives. The recipe for early school success is simple: Start school with strong literacy skills. FERST Readers' recipe for encouraging early literacy development is even simpler. Ensure children have developmentally-appropriate books in their home and provide parents with resources that support them in their role as their child's first teacher.

2. **After School and Summer Program** - FCCIS-GC, Inc. has been able to serve 150 students annually through the After School and Summer Program noting documented evidence of a positive impact; impact of increased standardized test scores, decreased absenteeism, improved behavior, increased promotion rates, and increased family engagement.
3. **Food Pantry**- During 2019 the average monthly amount of pounds of donated food was 872. This served an average of 174 families; consisting of an average of 380 individuals of which 92 were over age 60 and 101 were under age 18. Children cannot learn if they are hungry so to insure all children are fed, a partnership between FCCIS-GC, Inc. and our Community has enabled the food program to operate smoothly; donated food is transported from the Sandersville Walmart to the program site by members of five area churches on a rotating basis. We also partner with Golden Harvest Food Bank who delivers food monthly to our program.
4. **BackPack Program** –Golden Harvest Food Bank provides 70 children, each week, at-risk of hunger with a supply of easy-open, nutritious foods for the weekend. In Georgia one in four children lives in families at or below the federal poverty level. These children often receive assistance from programs operating during the week, such as free or reduced price lunches and after school programs. However, it is over the weekend that many of these children risk going hungry. These children come back to school on Mondays, famished and weak, thinking only of the free meal that will come at breakfast and/or lunch time.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

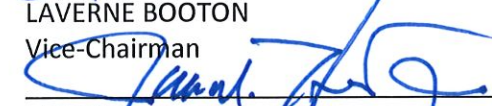
**Family Connection and Communities In Schools
of Glascock County, Inc. Executive Board Members**




KATHY CHALKER
Chairman



LAVERNE BOOTON
Vice-Chairman



JAMES M. HOLTON, JR.
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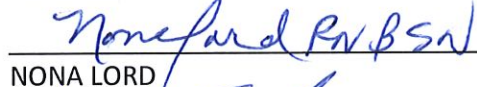
DON WREN
Treasurer



Wanda Davis
Executive Director



CHARLES HARRELL



NONA LORD



LARRY TUCKER



MICHAEL GILMER



GWYN COUCH



**Family Connection and Communities In
Schools**

of Glascock County, Inc.

370 West Main Street

P.O. Box 211

Gibson, GA 30810

Phone: (706) 598-0722

Fax: (706) 598-0797

<https://fccisglascock.weebly.com>

January 22, 2020

To Whom It May Concern:

We write you today expressing Glascock County FERST Foundation's commitment to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school and success in school and beyond.

As a community partnership, we pledge to participate in the Glascock County Literacy Partnership to engage our community, agencies, and service organizations to strengthen foundational literacy skills for all children in Glascock County. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of families in the community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

A handwritten signature in blue ink that reads "Averi Everett".

Averi Everett

Program Coordinator



J. Patrick O'Neal, MD, Commissioner | Brian Kemp, Governor

658 Main Street, West
Gibson, Georgia 30810-0098
Phone: 706-598-2061
Fax: 706-598-2442

www.ecphd.com

January 22, 2020

To Whom It May Concern:

We write you today expressing Glascock County Health Department's commitment to partner with the Glascock County School System in its Literacy Initiative Outreach project. We recognize that developing the literacy of our young residents will enhance our community and its infrastructure. We seek to inspire and impart the value of reading to all of Glascock County's children and their families, and we know this endeavor can ultimately impact their readiness to begin school.

As a community partnership, we intend to collaborate with the school district targeting children from birth through age five and their parents. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community.

Our organization primarily serves lower income families, and as a part of the Glascock County's Literacy Initiative, we will provide resources and serve as a point of distribution for families in our community.

We hope to affect positive change throughout combined sustained efforts as a community, and we look forward to seeing the results in our next generation of proficient readers.

Sincerely,

A handwritten signature in black ink that reads 'Nona Lord, RN BSN'.

Nona Lord, RN BSN
Glascock County Nurse Manager

Glascock County Health Department

D. Stephen Goggans, MD, MPH, FACP, District Health Director



We Protect Lives.

Application: Glascock County Glascock County Middle/High School

Jessica Miller - jmiller@glascock.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	Glascock County
School or Center Name	Glascock County Middle/High School
System ID	662
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).

5-12

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

24

Number of Paraprofessionals or Teaching Assistants in School

4.5

Principal or Director

Name	Michael Costello
Position	Principal
Email	mcostello@glascock.k12.ga.us
Phone	706-598-2121

L4GA 2019 School Contact

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

Name	Michael Costello
Position	Principal
Email	mcostello@glascock.k12.ga.us
Phone	706-598-2121

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

[GlascockCountyGlascockMiddleHighPlan](#)

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

Application: Glascock County Glascock Elementary School

Jessica Miller - jmiller@glascock.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	Glascock County
School or Center Name	Glascock County Elementary School
System ID	662
School ID	0197

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-4

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

17

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Ann Cantrell
Position	Principal
Email	acantrell@glascock.k12.ga.us
Phone	706-598-2121

L4GA 2019 School Contact

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

Name	Ann Cantrell
Position	Principal
Email	acantrell@glascock.k12.ga.us
Phone	706-598-2121

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

[GlascocKCountyGlascocKElemPlan](#)

Filename: GlascocKCountyGlascocKElemPlan.pdf **Size:** 139.0 kB

Section 8: School/Center Literacy Plans

Glascok County Elementary School (K-4) Literacy Plan

Glascok County Elementary School (GCES) as it is now is in its second year of existence; however, for the previous 65+ years grades K-4 existed as part of Glascok County Consolidated School. Currently, administration consists of one elementary principal, Ann Cantrell, who is assisted by the middle/high principal, Michael Costello. There is one leadership team that serves both schools (K-12) and is comprised of teacher representatives, specialized staff, media specialist, paraprofessional, and school and district administrators. One guidance counselor services the entire school district (K-12) and often assists in administrative duties. The leadership team meets monthly to analyze data and develop strategies to address identified needs. Evidence-based programs and practices are selected to address identified needs. Disaggregating data and looking for ways to support students who are at risk of not meeting the Georgia Standards of Excellence are of utmost importance. The lack of consistent literacy instruction over the last several years has created a gap in literacy achievement for many students. The L4GA Grant will enable us to close the gap we have in literacy instruction and achievement and provide a system to prevent the gap from occurring again.

Building Block #1: Coherent Instructional System (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • ELA teachers across grade levels (1-5) have begun collaboration and professional learning as a group • Two teachers per grade level have common planning; opportunity to examine student work and collaborate to work towards incorporating literacy goals across all disciplines 	<ul style="list-style-type: none"> • Rigor does not increase as needed from one grade to the next (K-2) • No comprehensive, systemic core language arts program • No vertical/horizontal literacy plan • Inconsistent delivery in writing instructions and expectations of students for writing
<p>Concern: Core principles of literacy instruction and expectations of students is inconsistent from one grade to the next. Teachers’ focus and intensity of instruction in specific elements of literacy varies greatly; some teachers over teach one element of literacy and other teachers fail to provide adequate instruction or omit other elements completely. Primary teachers’ conceptual understanding and knowledge of research based foundational skills in reading and skills to teach beginning students how to read is insufficient.</p> <p>Root Causes: Teachers meet infrequently as a K-5 group to examine student work and to align literacy practices. There is no real comprehensive, systemic core language arts program. The absence of a literacy coach has reduced the ability to monitor literacy instruction and provide literacy instruction training. Only one veteran teacher remains on staff who holds the reading endorsement.</p> <p>Current Practices: Teachers deliver instruction based on teacher developed units and course maps, using Georgia Standards of Excellence (GSE). K-2 uses Reading Horizons as a phonics program. NWEA MAP growth assessments are used as a universal screener and as the basis for determining remediation/acceleration grouping and instruction.</p> <p>Action Steps: A key component to effecting change in literacy is to hire a literacy coach. Then the following will be implemented:</p> <ul style="list-style-type: none"> • Develop a core literacy plan for K-12, which will include the systemic core language arts program • Create literacy PLC groups including all elementary teachers • Develop a PLC for Lead Literacy Teachers (LLT) led by the literacy coach. Two teachers will be chosen to represent the elementary school in the TLC PLC. This PLC will include teacher leaders from the middle school and high school. • Develop a plan for training teachers on 	

- basic elements of effective teaching
 - learning objective
 - anticipatory set
 - teach & model
 - guided practice
 - check for understanding
 - adjust/reteach (continual cycle as needed)
 - independent learning/assessment
- Higher Order Questioning
- Critical Reading Skills
- Discussion Techniques (partners, small groups, and whole class)
- Writing Skills
- Develop a plan for classroom observations of literacy instruction by teachers/peers, Lead Literacy Teachers, literacy coach, and administrators
- Develop a rubric for classroom observations of literacy instruction

Sustainability: The primary method for sustainability is the Lead Literacy Coach (LLT) PLC. This group of teachers will be working in the 2020/2021 school year to become experts in literacy instruction. Therefore, this group will become the PLC leaders in 2021/2022 and beyond. In addition, new teachers added to the staff after the 2020/21 school year will have to participate in the current year’s PLC as well as be paid a stipend to complete training missed in previous years (this training will consist of workdays before pre-planning as well as throughout the school year.) The literacy coach and Lead Literacy Teachers will lead these trainings. The Lead Literacy Teachers will become the primary agents for continuing literacy training after the end of this grant if the literacy coach position is not sustainable.

Measurable Outcomes:

- Teacher PLC agenda/products, Teacher Literacy Coach PLC agenda/products, and classroom observation data (yearly)
- Increased student performance on Reading Inventory Assessment (August 2020 baseline)
- Increase percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline)
- Increase percentage of students achieving proficient or distinguished level on GMAS. (GMAS 2019/2020 baseline)

Building Block #2: Community and Family Engagement (Overarching Needs #1, #3, & #5)	
Strengths	Weaknesses
<ul style="list-style-type: none"> ● PTO is established and annual meetings scheduled ● Two parent nights per year scheduled ● Mentor program established (community members serve as mentors identified students) ● Bingo for books during PTO ● Great participation K-12 in annual open house ● Participating in Six Flags Read to Succeed Program and Pizza Hut’s Book It Program 	<ul style="list-style-type: none"> ● Low parent participation when parent events are held ● Difficulty finding enough mentors for mentor program ● No coordinated program with local government, business, or religious groups
Concern: Little parental involvement and inconsistent community engagement	

Root Causes: Parents work outside of the county and do not participate in evening activities. There is no plan for organized community involvement.

Current Practices: PTO meetings are held quarterly. Open house is held at the beginning of the year. Various community partners facilitate Work Based Learning experiences for high school students. A mentoring program is established.

Action Steps:

- Develop Glascock County Literacy Initiative Outreach Team and begin quarterly meetings.
- Develop a plan to coordinate community partners with reading materials for families.
- Partner with each church in the county to provide books and literacy information to students who attend each church and church functions
- Partner with businesses in the community to set up book displays where students can receive free books and literacy information.
- Partner with community events to provide free reading materials to families: Mitchell Fest, Christmas celebration/parade in Gibson, Halloween in Mitchell, etc.
- Continue to provide childcare during parent events at the school.
- Continue to provide dinner options on the nights of parent events at the school.
- Partner with Family Connections and Communities to provide resources for their summer reading program and designate as a location for free reading materials available to families.
- Increase pool of adult mentors available to provide support and mentoring for students.

Sustainability: The Glascock County Literacy Initiative Outreach Team will develop a system for maintaining a representative group of community members. The team will create teams responsible for subgroups meeting with and maintaining a supply of materials with each community group (local business, local government, local churches, and community events.) In addition, the team will begin to seek out methods for supplying reading materials after this grant is over to ensure this aspect of the literacy plan continues.

Measurable Outcomes:

- Sign in sheets, agendas, minutes (including action plans), photos and publications from parent/community literacy events posted on school Facebook, school website, and local newspaper
- Maintain a data bank of the number of literacy packets/books distributed to families at local churches, businesses, and government agencies

Building Block #3: Engaged Leadership (Overarching Needs #1, #2, & #3)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Principals demonstrate commitment to literacy-based instruction • Positive relationships between school leadership and staff/students of elementary, middle, high, and the county office • Principals have developed a positive school climate with staff, students, and parents 	<ul style="list-style-type: none"> • Currently, there is a need for a literacy coach • There are no trained teacher leaders • Principals fill all roles of leadership
<p>Concern: At the current time, principals have limited time to observe instruction and monitor implementation of programs and plans. There is a real need for professional learning, school-wide, regarding literacy and for a literacy coach to monitor and assist teachers in implementing the literacy plan. In addition, teacher leaders need training to enable them to assist in training, program implementation, and observation of instruction.</p>	

Root Causes: The small size of the school system, limited personnel, and limited resources make implementing the literacy plan with fidelity difficult.

Current Practices: Principals oversee literacy instruction.

Action Steps:

- Hire a literacy coach lead training, observe instruction, assist as instructional content area “peer,” and monitor vertical and horizontal alignment of literacy plan.
- Develop a district literacy leadership team
- Conduct monthly district literacy team meetings
- Plan and organize professional learning to improve Tier I literacy instruction by implementing research and evidence-based strategies
- Establish and train teacher leaders
- Create a system where literacy instruction is regularly monitored by administration, the literacy coach, and trained teacher leaders
- School administrators, academic coach, and Lead Literacy Teachers will conduct literacy walk-throughs and provide feedback to teachers monthly and a summary provided to the district literacy leadership team quarterly
- Partner with the GAEL L4GA Leader Institute to provide training for literacy coach and lead literacy teachers.
- Partner with CSRA RESA to provide support and training for the literacy coach

Sustainability: The initial key to sustainability is the hiring of a literacy coach. The literacy coach will lead professional learning and implementation of the literacy plan. In addition, the literacy coach will assist the principals in observing and monitoring instruction and implementation of the literacy plan. However, the most enduring action of the literacy coach will be the training of Lead Literacy Teachers. Once those teachers are trained, those teachers will expand the number of future trainers as well as the number of individuals who can conduct instruction observations and monitor implementation of the plan. Lead Literacy Teachers will work closely with new teachers to the system to explain the literacy plan and catch them up with previous training and the literacy plan while they participate in current professional learning.

Measurable Outcomes:

- District Leadership Team agenda classroom observation data
- Increased student performance on Reading Inventory Assessment (August 2020 baseline)
- Increase percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline)
- Increase percentage of students achieving proficient or distinguished level on GMAS. (GMAS 2019/2020 baseline)
- Increase scores on DIBELS (DIBELS scores 2020/2021 baseline)

Building Block #4: Positive Learning Environment (Overarching Needs #1, #2, #3, & #5)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • PBIS program is established at Tier I and being developed at Tier II • Principals demonstrate a commitment to continued development of a positive learning environment • Accelerated Reader Team is established 	<ul style="list-style-type: none"> • Inconsistency among teachers in rewards/consequences • Inconsistency among teachers in understanding the importance of consistent literacy instruction • Accelerated Reader Team is underdeveloped

Concern: There is not a school-wide focus on recognizing reading success.

Root Causes: The lack of a district literacy plan. Limitations in funding.

Current Practices: Students participate in the Accelerated Reader Program and work towards individual quarterly goals. Rewards are given to students who reach their quarterly goal. Independent reading time has been built into the daily schedule for all grade levels.

Action Steps:

- Expand AR team
- Increase reading materials available to students in the media center by at least 15 titles per year for the next five years
- Work with PBIS team to add recognitions for reaching AR goals each quarter under the school wide PBIS plan
- Create more methods for recognizing students who meet their individual monthly reading goal (recognition wall, Facebook, school website, school announcements)
- Schedule assembly to promote reading
- Work with media specialist to maintain high interest titles and materials in media center
- Evaluate and maintain quality classroom libraries

Sustainability: The school district will continue to maintain new title additions by adding fifteen to twenty new titles per year. Then the PBIS and AR teams will continue to develop recognitions for students who reach AR goals.

Measurable Outcomes:

- The increased circulation of books in the media center (2019/2020 baseline data)
- The increased number of students meeting AR goals (2020/2021 baseline data)

Building Block #5: Professional Capacity (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none">• A mentor program is in place for new teachers• Staff turn-over is low	<ul style="list-style-type: none">• Current teacher mentor program is not specific to literacy• Currently, there is no literacy coach in the system• Inconsistency in teachers' instructional practices and efforts towards literacy instruction• The small size of our system prevents our teachers from having grade level peers• Lack of knowledge in teaching foundational research based reading skills
<p>Concern: Literacy instruction throughout grade levels and among content areas is inconsistent. Teacher knowledge of basic, foundational literacy instruction is limited. Teachers' focus and intensity of instruction in specific elements of literacy varies greatly; some teachers over teach one element of literacy and other teachers fail to provide adequate instruction or omit other elements completely. Primary teachers' conceptual understanding and knowledge of research based foundational skills in reading and skills to teach beginning students how to read is insufficient.</p>	

Root Causes: The absence of a school-wide literacy plan prevents consistent, quality instruction, aligned throughout all grades and content areas. In addition, there is no plan for teacher/paraprofessional training in literacy.

Current Practices: There are two main Professional Learning groups in the school system this school year. For elementary, the focus is on the implementation and usage of the MAP program and assessments.

Action Steps:

- One primary teacher and one upper elementary teacher will be identified as a teacher literacy coach and appropriately trained
- A literacy coach will be hired to teach professional learning on literacy instruction, observe literacy instruction, and provide feedback to teachers
- Teachers, paraprofessionals and administrators will participate in professional learning on effectively using data from assessments to monitor student learning and evaluate instruction.
- Teachers, paraprofessionals, and administrators will participate in professional learning on Tier I literacy instructional practices.
- Teachers, paraprofessionals, and administrators will participate in professional learning to improve data analysis, protocols, and use of resources to improve the effectiveness of interventions for Tiers I, II, and III of the MTSS process.
- Partner with the GAEL L4GA Leader Institute to provide training for literacy coach and lead literacy teachers.
- Partner with CSRA RESA to provide support and training for the literacy coach

Sustainability: The primary method for sustainability is the Lead Literacy Teachers (LLT) PLC. This group of teachers will be working in the 2020/2021 school year to become experts in literacy instruction. Therefore, this group will become the PLC leaders in 2021/2022 and beyond. In addition, new teachers added to the staff after the 2020/21 school year will have to participate in the current year's PLC as well as be paid a stipend to complete training missed in previous years (this training will consist of workdays before pre-planning as well as throughout the school year.) The literacy coach and Lead Literacy Teachers will lead these trainings. The Lead Literacy Teachers will become the primary agents for continuing literacy training after the end of this grant if the literacy coach position is not sustainable.

Measurable Outcomes:

- Training participation documentation
- Increased student performance on Reading Inventory assessment (August 2020 baseline).
- Increased percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline).
- Increased percentage of students achieving proficient or distinguished on GMAS writing on or above grade level. (GMAS 2019/2020 baseline).
- Teacher observations, walkthroughs, lesson plans

Section 8: School/Center Literacy Plans

Glascok County Middle/High School (5-12) Literacy Plan

For the past 65+ years, grades 5 to 12 were part of Glascok County Consolidated School. In the fall 2018, Glascok County Middle and High School came into existence. There is one administration for the middle/high school, Michael Costello; however, he works closely with the elementary principal, Ann Cantrell. There is one leadership team that serves both schools (K-12) and is comprised of teacher representatives, specialized staff, media specialist, paraprofessional, and school and district administrators. One guidance counselor services the entire school district (K-12) and often assists in administrative duties. The leadership team meets monthly to analyze data and develop strategies to address identified needs. Evidence-based programs and practices are selected to address identified needs. Disaggregating data and looking for ways to support students who are at risk of not meeting the Georgia Standards of Excellence are of utmost importance. The lack of consistent literacy instruction over the last several years has created a gap in literacy achievement for many students. The L4GA Grant will enable us to close the gap we have in literacy instruction and achievement and provide a system to prevent the gap from occurring again.

Building Block #1: Coherent Instructional System (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • ELA, science, and social studies content area teachers (7-12) have begun collaboration and professional learning as a group (2019/2020). • Grade clusters (5th, 6th, and 7th-8th) have common planning per grade cluster. 	<ul style="list-style-type: none"> • There is not a vertical/horizontal literacy plan. • No vertical common planning for content area teachers. • Inconsistent delivery of reading and writing instruction in ELA as well as science and social studies. • Inconsistent expectations for student writing throughout grade levels and content areas. • Common planning for content area teachers is not possible (9-12). • Science, social studies, agriculture, art, Spanish, and business teachers do not have content peers
<p>Concern: Core principles of literacy instruction and expectations of students is inconsistent from one grade to the next and among ELA, science, and social studies content areas. Conceptual understanding and knowledge of research based foundational skills in literacy is inconsistent and/or insufficient.</p> <p>Root Causes: The absence of a vertical and horizontal literacy plan prevents our teachers from providing consistent, focused literacy instruction in the content areas. The absence of a literacy coach since 2006 has reduced the ability to monitor literacy instruction as well as provide literacy instruction training.</p> <p>Current Practices: Teachers deliver instruction using teacher developed course outlines and units based on the GSE. NWEA MAP Growth for ELA, Reading, and Math is used as a universal screener and the basis for determining remediation/acceleration grouping and instruction.</p> <p>Action Steps: A key component to effecting change in literacy is hire a literacy coach. Then, the following will be implemented:</p> <ul style="list-style-type: none"> • Develop a core literacy plan for K-12. • Develop a PLC for Lead Literacy Teachers (LLT) lead by the literacy coach. Two teachers will be chosen to represent the middle school in the TLC PLC. Two teachers will be chosen to represent the high school in the LLT PLC. This PLC will include teacher leaders from the elementary school and high school. 	

- Create literacy PLC groups that include ELA, science, and social studies teachers to ensure vertical alignment and consistency in instructional delivery.
- Develop a plan for training teachers on ...
 - basic elements of effective teaching
 - learning objective
 - anticipatory set
 - teach & model
 - guided practice
 - check for understanding
 - adjust/reteach (continual cycle as needed)
 - independent learning/assessment
 - Higher Order Questioning
 - Critical Reading Skills
 - Discussion Techniques (partners, small groups, and whole class)
 - Writing Skills
- Develop a rubric for classroom observations of literacy instruction.
- Develop a plan for classroom observations of literacy instruction by teachers, Lead Literacy Teachers, literacy coach, and administrators.

Sustainability: The primary method for sustainability is the Teacher Literacy Coach PLC. This group of teachers will be working in the 2020/2021 school year to become experts in literacy instruction. Therefore, this group will become the PLC group leaders in 2021/2022 and beyond. In addition, new teachers added to the staff after the 2020/2021 school year will have to participate in the current year’s PLC as well as be paid a stipend to complete training missed in previous years (this training in will consists of work days before Pre-Planning as well as throughout the school year). The literacy coach and Lead Literacy Teachers will lead these trainings. The Lead Literacy Teachers will become the primary agents for continuing literacy training after the end of this grant if the literacy coach position is not sustainable.

Measurable Outcomes:

- Teacher PLC agenda/products, Teacher Literacy Coach PLC agenda/products, and classroom observation data.
- Increased student performance on Reading Inventory assessment (August 2020 baseline).
- Increased percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline).
- Increased percentage of students achieving proficient or distinguished on GMAS writing on or above grade level. (GMAS 2019/2020 baseline).
- Increased student performance on Ninth Grade Literature and American Literature GMAS reading on or above grade level. (GMAS 2019/2020 baseline).
- Increased student performance on Ninth Grade Literature and American Literature GMAS writing on or above grade level. (GMAS 2019/2020 baseline).

Building Block #2: Community and Family Engagement (Overarching Needs #1, #3, &#5)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • PTO is established and annual meetings scheduled • Two parent nights per year scheduled • Mentor program established • Bingo for books during PTO • Great participation in K-12 in yearly Open House 	<ul style="list-style-type: none"> • Low parent participation when parent events are held after open house • Difficulty finding enough mentors for mentor program • No coordinated program with local government, business, or religious groups

<ul style="list-style-type: none"> • Participation in Six Flags Read to Succeed Program and Pizza Hut’s Book It Program 	
<p>Concern: Little parental involvement and inconsistent community engagement</p> <p>Root Causes: Parents work outside of the county and do not participate in evening activities. There is no plan for organized community involvement.</p> <p>Current Practices: PTO meetings are held quarterly. Open house is held at the beginning of the year. A mentoring program is established. Various community partners facilitate Work Based Learning experiences for high school students.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Develop Glascock County Literacy Initiative Outreach Team and begin quarterly meetings. • Develop a plan to coordinate providing community partners with reading materials for families. • Partner with each church in the county to provide books and literacy information to students who attend each church and church functions. • Partner with businesses in the community to set up book displays where students can receive free books and literacy information. • Partner with community events to provide free reading materials to families: Mitchell Fest, Christmas celebration/parade in Gibson, Halloween in Mitchell, etc. • Continue to provide childcare during parent events at the school. • Continue to provide dinner options on the nights of parent events at the school. • Partner with Family Connections and Communities to provide resources for their summer reading program and designate as a location for free reading materials available to families. • Increase pool of adult mentors available to provide support and mentoring for students. • Develop mentoring program in which upper classmen serve as mentors to younger students <p>Sustainability: The Glascock County Literacy Initiative Outreach Team will develop a system for maintaining a representative group of community members. The team will create teams responsible for subgroups meeting with and maintaining a supply of materials with each community group (local business, local government, local churches, and community events). In addition, the team will begin to seek out methods for supplying reading materials after this grant is over to ensure this aspect of the literacy plan continues.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Sign in sheets, agendas, minutes (including action plans), photos and publications from parent/community literacy events posted on school Facebook, school website, and local newspaper • Increased business partnerships 	

Building Block #3: Engaged Leadership (Overarching Needs #1, #2, & #3)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Principals demonstrate commitment to literacy-based instruction. • Positive vertical leadership relationships from elementary school to middle and high school to the county office. • Principals have developed a positive school climate with staff, students, and parents. 	<ul style="list-style-type: none"> • Currently, there is no literacy coach. • There are no trained teacher leaders. • Principals must fill all roles of leadership.
<p>Concern: At the current time, principals have limited opportunity to observe instruction and monitor implementation of programs and plans. There is a real need for professional learning, school-wide, regarding literacy and for a literacy coach to monitor and assist teachers in implementing the literacy plan. In addition,</p>	

teacher leaders need training to enable them to assist in training, program implementation, and observation of instruction.

Root Causes: The small size of the school system, limited personnel, and limited resources make implementing the literacy plan with fidelity difficult.

Current Practices: Principals oversee literacy instruction.

Action Steps:

- Hire a literacy coach lead training, observe instruction, assist as instructional content area “peer,” and monitor vertical and horizontal alignment of literacy plan.
- Develop a district literacy leadership team.
- Conduct monthly district literacy leadership team meetings.
- Plan and organize professional learning to improve Tier I literacy instruction by implementing research and evidence-based strategies.
- Establish and train Lead Literacy Teachers.
- Create a system where literacy instruction is regularly monitored.
- School administrators, academic coach, and Lead Literacy Teachers will conduct literacy walk-throughs and provide feedback to teacher monthly and a summary provided to the district literacy leadership team quarterly.
- Partner with the GAEL L4GA Leader Institute to provide training for literacy coach and lead literacy teachers.
- Partner with CSRA RESA to provide support and training for the literacy coach

Sustainability: The initial key to sustainability is the hiring of a literacy coach. The literacy will lead the professional learning and implementation of the literacy plan. In addition, the literacy coach will assist the principals in observing instruction and implementation of the literacy plan. However, the most enduring action of the literacy coach will be the training of Lead Literacy Teachers. Once the Lead Literacy Teachers are trained, those teachers will expand the number of future trainers as well as the number of individuals who can conduct instruction observations and monitor implementation of the plan. Lead Literacy Teachers will work closely with new teachers to the system to explain the literacy the plan and catch them up with previous professional learning while they participate in current learning.

Measurable Outcomes:

- District leadership team agenda and classroom observation data.
- Increased student performance on Reading Inventory assessment (August 2020 baseline).
- Increased percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline).
- Increased percentage of students achieving proficient or distinguished on GMAS writing on or above grade level. (GMAS 2019/2020 baseline).

Building Block #4: Positive Learning Environment (Overarching Needs #1, #2, #3, & #5)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Established PBIS program at Tier I and developing program at Tier II • Principals demonstrate a commitment to continued development of positive learning environment 	<ul style="list-style-type: none"> • Inconsistency among teachers in rewards/consequences • Inconsistency among teachers in understanding the importance of consistent literacy instruction • Accelerated Reader Team is underdeveloped

<ul style="list-style-type: none"> • An independent reading time has been put in the daily school schedule. • Accelerated Reader Team is established 	<ul style="list-style-type: none"> • High school students do not participate in the Accelerated Reader program
<p>Concern: There is not a school-wide focus on recognizing reading success. There are limited options in the media center for higher Lexile readings (upper middle school and high school). The focus on participating in the Accelerated Reader program is not a focus for all of middle school. The high school students do not participate in the Accelerated Reader program.</p> <p>Root Causes: The lack of a district literacy plan. Limitations in funding. Lack of independent reading materials for higher Lexile readings (upper middle school and high school).</p> <p>Current Practices: Students in middle school participate in the Accelerated Reader program. There is an independent reading time class (15 minutes) in the daily school schedule. Students in high school read books assigned in courses, but there is no plan for getting high school students to read independently.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Expand Accelerated Reader Team • Increase the number of titles for upper Lexile level readers by at least 30 titles in each of the next five years. • Purchase additional Accelerated Reader licenses for the high school students. • Develop a plan for introducing, advertising, recognizing, and monitoring high school students participating in reading independently and using the Accelerated Reader program. • Work with the PBIS team to add recognitions for reaching Accelerated Reader goals each quarter under the school wide PBIS plan. • Develop more methods for recognizing students who meet their individual Accelerated Reader goals monthly (recognitions wall, Facebook page, school website, school announcements). • Work with media specialist to maintain high-interest titles and materials in media center <p>Sustainability: The school district will continue to maintain new titles additions by adding ten to twenty new titles per year. The PBIS and Accelerated Reader teams will continue to develop recognitions for students who reach Accelerated Reader goals.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • The increased circulation of books in the media center. (2019/2020 as the baseline data) • The increased number of students meeting Accelerated Reader goals (2020/2021 as the baseline data) 	

Building Block #5: Professional Capacity (Overarching Need #2)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • A mentor program is in place for new teachers • Staff turn-over is low 	<ul style="list-style-type: none"> • Current teacher mentor program is not specific to literacy • Currently, there is no literacy coach in the system • Inconsistency in teachers' instructional practices and efforts towards literacy instruction • The small size of our system prevents our teachers from having grade level peers • Lack of knowledge in teaching foundational research based reading skills
<p>Concern: Literacy instruction throughout grade levels and among content areas is inconsistent. Teacher knowledge of basic, foundational literacy instruction is limited. Teachers' focus and intensity of instruction in</p>	

specific elements of literacy varies greatly; some teachers over teach one element of literacy and other teachers fail to provide adequate instruction or omit other elements completely.

Root Causes: The absence of a district literacy plan prevents consistent, quality literacy instruction aligned throughout all grades and content areas. In addition, there is no plan for teacher/paraprofessional training in literacy.

Current Practices: There are two main PLC groups for middle grades teachers at this school. One (5th/6th all and 7th/8th ELA/math) focuses on implementation and usage of the MAP program and assessments. The other focuses on literacy instruction for upper middle school (7th/8th) science and social studies. There are two main PLC groups for high school teachers at this school). One (math teachers) focuses on implementation and usage of the MAP program and assessments. The other focuses on literacy instruction for English, social studies, and science.

Action Steps:

- Two teachers at the middle grades and two teachers at the high school will be identified as a Lead Literacy Teacher and appropriately trained
- A literacy coach will be hired to teach professional learning on literacy instruction, observe literacy instruction, and provide feedback to teachers
- Teachers, paraprofessionals and administrators will participate in professional learning on effectively using data from assessments to monitor student learning and evaluate instruction.
- Teachers, paraprofessionals, and administrators will participate in professional learning on Tier I literacy instructional practices.
- Teachers, paraprofessionals, and administrators will participate in professional learning to improve data analysis, protocols, and use of resources to improve the effectiveness of interventions for Tiers I, II, and III of the MTSS process.
- Partner with the GAEL L4GA Leader Institute to provide training for literacy coach and lead literacy teachers.
- Partner with CSRA RESA to provide support and training for the literacy coach

Sustainability: The primary method for sustainability is the Lead Literacy Teacher (LLT) PLC. This group of teachers will be working in the 2020/2021 school year to become experts in literacy instruction. Therefore, this group will become the PLC leaders in 2021/2022 and beyond. In addition, new teachers added to the staff after the 2020/21 school year will have to participate in the current year's PLC as well as be paid a stipend to complete training missed in previous years (this training will consist of workdays before pre-planning as well as throughout the school year.) The literacy coach and Lead Literacy Teachers will lead these trainings. The Lead Literacy Teachers will become the primary agents for continuing literacy training after the end of this grant is the literacy coach position is not sustainable.

Measurable Outcomes:

- Training participation documentation
- Increased student performance on Reading Inventory assessment (August 2020 baseline).
- Increased percentage of students indicated as reading on or above grade level on GMAS. (GMAS 2019/2020 baseline).
- Increased percentage of students achieving proficient or distinguished on GMAS writing on or above grade level. (GMAS 2019/2020 baseline).