Application: Toombs County Lyons Primary School Birth to Five

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000110
Last submitted: Feb 9 2020 08:29 AM (EST)

District Profile

Completed - Feb 9 2020

District Profile

District Name

Toombs County School System

District Contact Information

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

Name	Carmen Roberts
Position	Assistant Superintendent
Email	carmen.roberts@toombs.k12.ga.us
Phone	9122935463

Grant Fiscal Agent MOU

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

L4GA Toombs County Schools MOU.pdf

Filename: L4GA Toombs County Schools MOU.pdf **Size:** 97.3 kB

GaDOE Conflict of Interest and Disclosure Policy

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

L4GA Toombs County School System Conflict Of Interest Policy.pdf

Filename: L4GA Toombs County School System Conflict Of Interest Policy.pdf **Size:** 397.8 kB

Previous Grantee

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

Striving Readers (2014, 2015, 2016)

Growing Readers

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

yes

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 9 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

Toombs County School System Partnership Narrative.pdf

Filename: Toombs County School System Partnership Narrative.pdf **Size:** 618.1 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[Toombs County School System Partnership Managment Plan.pdf](#)

Filename: Toombs County School System Partnership Managment Plan.pdf **Size:** 343.3 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

Toombs County School System Needs Assessment Root Cause.pdf

Filename: Toombs County School System Needs Assessment Root Cause.pdf **Size:** 143.9 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

Toombs County School System Project GoalsObjectivesActivities.pdf

Filename: Toombs County School System Project GoalsObjectivesActivities.pdf **Size:** 316.3 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

Toomb County School System AssessmentDataAnalysisPlan.pdf

Filename: Toomb County School System AssessmentDataAnalysisPlan.pdf **Size:** 305.4 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.)

Toombs County School System Professional Learning Strategies.pdf

Filename: Toombs County School System Professional Learning Strategies.pdf **Size:** 410.1 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

Toombs County School System ResourcesStrategiesMaterials.pdf

Filename: Toombs County School System ResourcesStrategiesMaterials.pdf **Size:** 339.3 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

Each application should have a budget summary in narrative form. The budget summary will highlight how the LEA/schools/centers/organizations plan to use their L4GA grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including: Federal Program managers, Grants Accounting Personnel, L4GA program staff, and a member of the Audit team. **The budget summary should be limited to 600 words.**

Notes:

Unallowable Expenditures

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

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

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

Toombs County School SystemBudgetSummary.pdf

Filename: Toombs County School SystemBudgetSummary.pdf **Size:** 303.8 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

L4GA Partnership Agreement Toombs County School System.pdf

Filename: L4GA Partnership Agreement Toombs County School System.pdf **Size:** 128.1 kB

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Lyons Primary School
System ID	738
School ID	0104

Non-traditional Grade Configuration

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

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

Yes

Level

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

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

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

Number of Certified Teachers in School

46

Number of Paraprofessionals or Teaching Assistants in School

22

Principal or Director

Name	Christopher Bell
Position	Principal
Email	christopher.bell@toombs.k12.ga.us
Phone	912-526-8391

L4GA 2019 School Contact

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

Name	Rustin Parker
Position	Instructional Coach
Email	rustin.parker@toombs.k12.ga.us
Phone	912-526-8391

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

Lyons Primary School Literacy Plan

Filename: Lyons_Primary_School_Literacy_Plan_3Hgkclb.pdf **Size:** 553.8 kB

School History:

Lyons Primary School (LPS) is a Title I school located in Lyons, Georgia. LPS has been named a Beating the Odds School as well as a PBIS Distinguished School. LPS has been accredited with Quality by the Georgia Accreditation Commission. LPS is housed within the city limits of Lyons. Lyons has a population of 4,297. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Lyons, GA is $23,292 per year, while the average income per household for the county is approximately $35,750 per year. The poverty rate for Lyons and Toombs County is 41.4% and 24.4%, respectively.

The building which houses LPS students was first erected in 1992 as Toombs County High School. Lyons Primary School moved into the current building on Bulldog Road in 2016 after the completion of the new TCHS. Before Lyons Primary, all elementary school students were served on North Lexington street at Lyons Elementary School which housed grades pk-5th grades. In 2004, the decision was made to split the school into a primary and upper elementary. Lyons Primary school is currently comprised of grades PK-2nd grade and also houses a preschool intervention program for 3 year-old students with disabilities. The school formally housed a preschool program for migrant 3 year-old students, but because of budget cuts, that program has been dissolved.

LPS currently has five Pre-Kindergarten classrooms, eight Kindergarten classrooms, eight first grade classrooms, and eight second grade classrooms. Each of those grades utilizes a certified special education teacher to serve students with disabilities in the inclusion setting. Additionally, LPS has one self-contained Special Education classroom, an applied behavior analysis classroom for students with autism, and a preschool intervention classroom. LPS also utilizes the services of two speech and language pathologists, a media specialist, a computer lab teacher, and an RTI interventionist. We employee two certified ELL teachers who push into classrooms to serve students who have identified as English Learners. Certified and non-certified staff are certified in-field.

Based on the most current CCRPI report, LPS has a student population of 554 students, with a 16:1 teacher-student ratio. Demographically, 24.4% of students are Black, 39.1% White, 28.6% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 6.8% Multi-racial. 21.1% are English Language Learners, and 17.4% are students with disabilities. 100% of students are economically disadvantaged. There are 293 male and 261 female students.

Administrative and Teacher Leadership Team: (and literacy)

LPS has one principal and one assistant principal on staff. The school currently has a full-time counselor and one full-time instructional coach. The Leadership Team consists of the principal, the assistant principal, the instructional coach, and representatives from each grade and content level. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they also ensure that the school's mission, vision, values, and goals are sustained at LPS. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. Members of the leadership team attend a data retreat each summer to discuss data and to form goals for the school improvement plan. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

LPS also has a team that is solely devoted to literacy improvement. This team consists of the principal, assistant principal, instructional coach, media specialist, and ELA teachers from each grade level. This team meets regularly to discuss strategies, incentives, and interventions to help improve literacy at LPS.

LPS values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, the assistant principal, the instructional coach, teacher representatives, and parent/community representatives. New members are elected at the beginning of each school year.

Comprehensive Literacy Instruction:

 LPS currently houses five prekindergarten classes on its campus. As of now, with exception of our preschool intervention program, (PIP) this is the only access we have to students in the category birth-5. Prek teachers currently are utilizing the "alphamotion" song daily to teach students letter names and letter sounds. Other daily instructional activities are focused on letter recognition, correct letter sounds, read alouds, and other pillars of literacy. LPS's goal is that students in the birth-5 category have a strong foundation of phonemic awareness and phonics once they enter Kindergarten, so that the Kindergaten teachers can begin working beyond those basics. We monitor prek literacy skills by utilizing the PALS Assessment System three times a year.

In addition to the 5 prek classrooms, LPS also houses grades K-2 on its campus. Students leave us in 3rd grade and feed into Lyons Upper Elementary School (LUES). It is the job of LPS and its teachers to create strong foundations that ensure students can read on grade level when they reach LUES. Comprehensive literacy instruction is of the utmost importance because the final goal of the instruction is text comprehension and written expression. LPS believes that it is imperative that all teachers grades K-2 work together to ensure students are receiving each piece of the instruction including phonemic awareness, phonics and spelling, syntax, morphology, vocabulary, and text comprehension and written expression.

Students in grades K and 1 receive phonemic awareness and phonics instruction utilizing the Cindy Cupp Reading Program. At the second grade level, teachers are using the Walpole/McKenna Differentiated Instruction Box and plan to continue. Teachers begin working on compression strategies, spelling, and writing as early as Kindergarten, and those concepts progress each year. At this point, LPS is aware that there is a need for better vocabulary instruction and plans to being incorporating more within classrooms as well as school-wide initiatives such as word walls, word of the day, etc. Teachers have begun working in vertical alignment sessions amongst our school as well as with teachers in 3rd grade at LUES. There are plans to continue this effort in order to ensure that comprehensive literacy instruction continues and meshes well throughout student transitions.

Kindergarten students are assessed by the Georgia Kindergarten Assessment "GKIDS." To monitor comprehensive literacy instruction, students will be assessed utilizing the following assessments: DIBELS, iready reading diagnostic, Reading Inventory, Reading Foundations, and common ELA benchmarks. Data from these assessments will be compiled and analyzed to determine instructional effectiveness.

Community activities are planned in coordination with LPS Parent Teacher Organization (PTO) as well as Toombs County Family Connection (TCFC). LPS plans to continue these efforts by hosting literacy nights where students come, enjoy a night of reading, activities, and fun and also receive free books. LPS also plans to host BINGO for Books where students and parents play BINGO to win reading materials. These events are completely free for the public and are completely funded by TCFC and LPS PTO. These events are open to all children, not just LPS students, therefore we are able to meet a wide variety of children including those in the birth-5 category. Many occasions we have younger siblings of our students come to these events, and it is a great way to being introducing those students to school-based literacy.

Literacy assessments such as DIBELS, Reading Inventory, Reading Foundations, common benchmarks, i-ready diagnostics and progress monitoring will be used to monitor student progress.

Evidence-Based Practices:

In order to ensure students at LPS are receiving the best possible instruction, great lengths will be taken to choose evidence-based practices and activities. Before choosing, LPS will gather data from the most current comprehensive needs assessment and will survey teachers and families to determine needs of students at LPS. After that, the literacy team that includes school administration will research practices and activities to ensure validity. All instructional practices and activities at LPS will have a sound data-driven approach.

Student Intervention Identification and Monitoring

Students will be identified for literacy interventions utilizing classroom data that reveals the student is performing below grade level expectations. Also, students who fall into the at-risk category as measured by i-ready will be served interventions. Currently, LPS has one full-time literacy interventionist, however, there are more students that data reveals could be served. Right now, we are having the interventionist as well as the instructional coach pull students who are barely below grade level in hopes of increasing comprehension skills, however, because of time and limited personnel, we are not able to serve all students who would benefit. If granted, adding another part-time interventionist would allow us to add more students to this group and improve overall literacy for our school. Students will be progress monitored every other week utilizing the i-ready program to determine the success of their interventions.

Resource Needed	Measurement	Materials/Technology	Personnel
Part-time Birth-5 Interventionist	Letter/Sound identification before Kindergarten	• Funding to pay salary of the interventionist (49%)	One teacher certified early childhood with reading as a specialty.
Part-time K-2 Interventionist	DIBELS/Reading Inventory Scores	• Funding to pay salary of the interventionist (49%-51%) • DIBELS and Reading Inventory Assessments	One teacher certified early childhood with reading as a specialty.
Reading Based Incentive/Intervention Programs • Reading Counts • Moby Maxx • I-ready Reading	Reading Foundations Data Reading Inventory Data i-ready Diagnostic/progress monitoring data	Technology • E-readers • Chromebooks • Chrome bases	No additional personnel needed.
Lexile Appropriate reading materials	Reading Counts points earned/percentage accuracy	• E-readers • E-books • Hardcopy library books	No additional personnel needed
Cindy Cupp Reader Reproducibles	• Cindy Cupp Monthly Data • DIBELS/Reading Inventory Scores	• CC Readers	No additional personnel needed
Professional Learning for the following areas of weakness • Writing • Depth of Knowledge • Unit Planning • Assessment	End of year data monitoring student growth.	• Funding to pay trainers • Funding for travel • Funding for registrations	No additional personnel needed

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

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

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

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

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

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

b. **Employee Relationships**

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

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

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

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

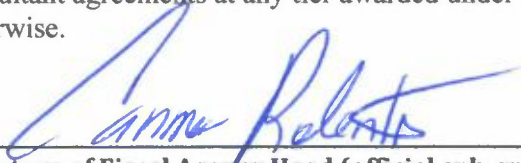II. **Disclosure of Conflict of Interest after Agreement Execution**

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

III. **Incorporation of Clauses**

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

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

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

_____Carmen Roberts_/Assistant Superintendent
Typed Name of Fiscal Agency Head and Position Title

_____2-7-2020_____
Date

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

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

_____2-7-2020_____
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)

Toombs County School System
Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _____Carmen Roberts_____

Position/Title of Fiscal Agent's Contact Person: ____Assistant Superintendent_____

Address: ____117 East Wesley Avenue_____

City: _____Lyons_____ Zip: _____30436_____

Telephone: (912___) _526-3141____ Fax: (912) __526-3291_____

E-mail: _____ carmen.roberts@toombs.k12.ga.us_____

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

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

_____2/7/2020_____
Date (required)

Toombs County School System L4GA Grant: Section 6

Professional Learning Strategies

To sustain our literacy initiatives, professional learning is considered paramount. Participation in this project will assist the schools in the development of consistent expectations for instructional delivery. Additionally, the identification of effective professional learning providers will be a subsequent step in identifying best practices in literacy for our community of learners. It is part of the work of this project to identify the strategies needed in our efforts to meet the literacy needs of all learners. The District Literacy/Leadership Team will explore viable evidence-based options to supplement the instruction our students currently experience. Although we have staff members trained on literacy instruction, we have had many teachers retire and due to lack of resources, we have not been able to train our professional staff in a systematic manner that is optimal. We recognize the room for growth needed for both leaders and staff. The sustainability will grow as teacher leaders emerge and assume roles in the community to cultivate learning among their peers and with new teachers.

Our CNA clearly indicated the need for "professional consulting services and/or training "for literacy instruction. Teachers want to gain confidence in their teaching skills in developing literate students. Instructional Coaches want to possess validation they are providing direct support to teachers as well as supporting research-based literacy instruction. School leaders want to support literacy instruction by providing specific feedback during observations and guiding and assisting with review of student data.

Scheduling within the school day provides limited options for quality professional learning. Teacher/student direct instruction is protected time. Thereby, Saturdays and summer sessions become an option when stipends are available. The provision of common planning for co-teachers and other support personnel (including paraprofessionals) is an ongoing target. The use of Saturdays and summer institutes increases the probability staff can meet uninterrupted and without compromise of instructional time.

Professional Learning Communities (PLCs) provide a medium for data review and adjustments to current instructional plans. PLC meetings are scheduled in each school on a weekly basis and range from 30-50 minutes.

Literacy instruction spans across grade and content standards. The Toombs County School System is seeking to align the curriculum and instruction. With a focus on standardizing the curriculum and creating benchmark assessments in all content areas, as well as the need for vertical alignment, our Tier I work has currently been hampered by lack of financial and personnel resources.   Currently we are in need of a support services to assist in literacy trainings and professional development literacy activities. As well, outside consultants to provide direct assistance to teachers/leaders across all areas and for all learners is needed. We acknowledge this gap and want to use the project as a means to identify ways to bring in qualified resources to improve the outcomes for all learners across all areas.

First District RESA is working with our district through a Curriculum Collaborative to identify district needs and offer supports in many areas. We have consulted with them on work that could be incorporated into this project for "reading to learn" strategies in content areas other than ELA. This includes our noncore subjects including Fine Arts and CTAE. An area that needs continued development in our district is vertical alignment. Currently, we have begun the process of vertical alignment; however, we will explore options to provide additional opportunities for these important meetings, particularly in transition years from pre-K to kindergarten, elementary to middle, and middle to high school.

The development of workshops for early learning and families will be a responsibility of the Toombs County Parent Involvement Coordinator and Community Partners such as Family Connections. Vocabulary and language acquisition of developing learners will be key concepts for the groups to identify and select appropriate providers for these sessions. We envision opportunities for the district team to offer the L4GA program outlines and summaries of programs producing the desired benefits.

As previously noted, our school administrators strive to be expert instructional leaders and seek to learn more effective practices and implement plans to increase student achievement and be a source of learning for peers. Developing plans for bringing in opportunities to extend learning for educators will include consideration of the time needed for the sessions and the need for sustained periods of time without students.

Considering the need for high-quality professional learning which includes a variety of venues, through the implementation of the grant, professional learning will be offered to all partners to ensure continuity and sustainability of practice. The Toombs County Professional Learning Plan will provide staff with the following variety of learning opportunities:

- Summer Institutes

- Saturday or After-School Training Sessions

- Professional Learning Communities (PLCs)

- Blended Learning

- Purchased Professional Learning

- Endorsements

- Job-embedded Professional Learning

- Conferences

These opportunities will provide ongoing and embedded literacy support to teachers. Additionally, these opportunities of learning will provide literacy awareness, and skill development strategies to parents, care givers and other community stakeholders. Ongoing and job-embedded coaching and professional learning is necessary and is able to be sustained after the grant period.

Professional Learning Topics of Necessity for Effective Literacy Instruction & Sustainability

Birth to 5 (Includes Care Givers and Outreach Community Programs)
*Ages and stages of language and literacy development beginning at birth. *Building relationships and supporting emergent language and literacy skills through responsive interactions. *Strategies and activities that support language and literacy development. *Planning high-quality literacy environments that engage children with appropriate materials and experiences.
Pre-School Educators Professional Learning
*The principles and standards of child development, growth, and learning. * Designing learning experiences that promote language and literacy development for all children. (oral language and vocabulary, knowledge of letters and print-related knowledge, and phonological awareness) *Multiple methods of monitoring and assessing children's literacy development. *How to differentiate and adjust instructional methods to meet the needs of students.
Kindergarten – 2nd Grade Educators Professional Learning
*Instructional strategies that support the development of phonological and phonemic awareness skills. *Instructional strategies that support the development of phonics skills for reading and spelling. *How to use oral language, visuals, and read-aloud to provide grade-appropriate instruction that can be incorporated during core literacy and subject-area instruction. * How to differentiate and adjust instructional methods to meet the needs of students. *Progress monitoring for RtI *How to create technology-infused lessons for student engagement.
3rd – 5th Grade Educators Professional Learning
*How to teach students to write sound arguments using text evidence in any subject area. *How to develop student close reading skills and how to plan and conduct a close reading lesson. *How to teach vocabulary using existing content reading and instructional materials. *Instructional practices that address writing standards, including frequent long and short writing tasks in all subject areas. *How to differentiate and adjust instructional methods to meet the needs of students. * How to implement literacy strategies across the curriculum *Progress monitoring for RtI *How to create technology-infused lessons for student engagement.
6th – 12th Grade Educators Professional Learning
*How to teach students to write sound arguments using text evidence in any subject area. *How to develop student close reading skills and how to plan and conduct a close reading lesson. *How to teach vocabulary using existing content reading and instructional materials. *How to differentiate and adjust instructional methods to meet the needs of students. *How to implement literacy strategies across the curriculum. *Progress monitoring for RtI * How to create technology-infused lessons for student engagement.
Community Partners Professional Learning
*Volunteer training for Promoting Literacy (Literacy Activities)
Parents Professional Learning
*How to conduct literacy activities at home to positively influence development in the areas of oral language, vocabulary, print awareness, and comprehension. *Learn about your child's Lexile Level. *Parents as Teachers training

Toombs County School System L4GA Grant: Section 5

Assessment/Data Analysis Plan

Formative and Summative Assessment Data
Toombs County Schools utilize diagnostic and performance assessments as tools to observe, document, analyze and respond to students' individual needs. Ongoing formative and summative data is collected to inform instructional decisions. All certified staff members have been trained on the administration of assessments and data report analysis and interpretation.

Toombs County School System Literacy Assessments (Grades PreK-12)

Assessment	Purpose	Frequency
Reading Inventory	Screening (3-12)	3x Annually
DIBELS Next	Screening and Progress Monitoring (K-3), EIP (4-5)	3x Annually
GKIDS	Performance of Core Content (K)	3x Annually
Work Sampling Online (WSO)	Formative Assessment (Pre-K)	Ongoing Annually
i-Read	Progress Monitoring and Intervention for Students receiving Tier II & Tier III Interventions (K-2)	Bi-weekly (Tier 2) Weekly (Tier 3)
PALS	Formative Assessment (Pre-K)	3X Annually
Read 180	Progress Monitoring for Students receiving Tier II & Tier II Interventions (3-8)	Weekly
i-Ready Reading & Math Diagnostic	Progress Monitoring and Intervention for Students receiving Tier II & Tier III Interventions (K-2)	Bi-weekly (Tier 2) Weekly (Tier 3)
System 44	Progress Monitoring for Students receiving Tier II & Tier III Interventions (3-9)	Weekly
Milestones	Summative Assessment (3-12)	Annually
CogAT	Assess Cognitive Ability for Gifted Services (K-11)	Once in Spring Gifted Referral Window
ITBS	Assess Achievement for Gifted Services (K-11)	Once in Spring Gifted Referral Window
Benchmark Assessments	Formative	Varies and All Grades/Subject Areas do not have these (An Area of Need)

Comparison of Current Assessments to L4GA Assessments

Many of the required assessments for the L4GA grant are currently administered to students in Toombs County Schools. However, the Analytic Writing Continuum (AWC), PPVT-4 in Pre-K, PALS in K and other additional assessments required for L4GA would be added for the purpose of assessing literacy and monitoring.

Professional Learning for Teachers for Assessment Implementation

Although Toombs County Schools is currently administering the majority of the required L4GA assessments, new grade levels and teachers would be impacted. Additional on-site support would be provided to ensure assessments are implemented correctly and data analyzed effectively to guide instructional decisions. Toombs County Schools employ school-based testing teams to administer current diagnostic/universal screening assessments. These teams would need Professional Learning to prepare them to administer any new assessment(s).

Presentation of Data to Parents and Stakeholders

Parents and guardians will continue to receive detailed assessment results on their child's progress throughout the year. Teachers and staff will host parent conferences and literacy nights to inform parents of student performance. Students will continue to set goals for Lexile growth and be involved in monitoring their own progress. Rewards and recognition for progress in literacy will continue to be recognized at the school and district level.

Toombs County School System Literacy/Leadership Team will continue to analyze data as a collective team. Data will continue to be reported quarterly to all stakeholders. The Curriculum and Instruction/Professional Learning Departments will assist leaders and instructional coaches in pulling data monthly to share at L4GA partnership meetings.

Assessment Plan and Personnel

All of the formative and summative assessments will be administered by testing teams, teachers and/or support staff. School Test Coordinators are responsible for ensuring test security and appropriate protocol for administering assessments. The District Test Coordinator provides training and support to schools for all assessments. School Test Coordinators ensure teachers and staff are trained and familiar with assessment requirements. Assessments utilized for universal screening will be administered at the beginning, middle, and end of the year. Teachers and staff will analyze data to monitor student progress and determine next steps in instruction. Teachers have collaborative planning time during the school day and are able to collaboratively plan lessons, analyze data and plan for differentiated instruction. The results of the data obtained will be used to inform instruction and assist in making informed decisions to meet the specific needs of students.

Instructional Coaches and District Level Staff can access data and establish reports for the district, schools and individual student levels. School administrators and teachers can access data based on their attachment to students through the Student Information System and/or reports

provided to them. Reports developed at any level can be shared and when opened only permits the end user to access data based on their right to view the information.

Professional Learning Data

Professional learning is paramount to the success of this project. In order to ensure the professional learning provided is meeting the needs of teachers and leaders, the district will ensure the data teams are provided with specific professional learning for data analysis and instruction. Walkthroughs will be conducted to determine the impact professional learning has had on teacher practice. Walkthrough data will be disaggregated to differentiate opportunities for teachers.

Community Level Data

Results of assessments will be provided to the community and the Board of Education with updates as related to the strategic plan initiatives. The District Literacy/Leadership Team will meet every nine weeks to review school data to and to progress monitor the project goals and plans. In addition to assessment data, we will seek qualitative artifacts to support conclusions and implications of data reviews. In addition to traditional assessment data, the District Literacy/Leadership Team will consider assessments that local agencies have conducted for our area. The Toombs County Chamber of Commerce is an example. This organization surveys potential businesses and has documented that lack of high quality public education in this area is a concern for outside industries considering this area. The investment in this resource of education is considered essential for business expansions in our area.

Toombs County School System L4GA Grant: Section 3

Needs Assessment & Root Cause Analysis

The Toombs County School System has conducted a School and District Improvement Process since 2015 and literacy has consistently been identified as a priority need. The current reality for our school system is that 24% of our 3rd grade students and 25% of our 8th grade students are reading below grade level. Research shows that students who are not proficient readers by the 3rd grade may likely never read on grade level and are 4 times more likely to drop-out than their proficient reader counterparts.   Toombs County Schools' trend data indicates that we have made literacy gains; however, given that 1 out of every 4 students in our school system is reading below grade level, we are in dire need of continued interventions, supports and training in the area of literacy.

ESTABLISHED NEED
3rd Grade English Language Arts Milestones Results (All Students)

Toombs County Schools 3rd Grade	Levels II-IV (Developing/Proficient/Distinguished)
2017	61.2
2018	66.9
2019	73.2

3rd, 5th & 8th Grade Lexile (Literacy Rates) Milestones Results

Toombs County Schools	3rd Grade	5th Grade	8th Grade
2017	62.18%	62.25%	73.20%
2018	68.18%	60.91%	66.52%
2019	76.44%	66.34%	75.26%

Although Toombs County Schools have made steady achievement gains over the past three years, the system realizes these gains are naught if students do not graduate from Toombs County High School prepared for college or work. Further analysis of sub-groups indicates that students who are Students With Disabilities (SWD) or are English Learners (EL) have literacy rates lower than the overall population.

3rd Grade Lexile (Literacy Rates) Milestones Results for Special Populations

Toombs County Schools	All	SWD	EL
2017	62.18%	47.22%	47.62%
2018	68.18%	48.84%	56.14%
2019	76.44%	48.39%	58.97%

Birth-to-Five Data
Longitudinal data from the years of 2014-2018 provided by Georgia Kids Count indicated that 65.7% of Toombs County 3 to 4 year old children do not attend pre-school compared to a state rate of 50.2%. It is critical that we continue to promote our Pre-K program; however, it is essential that we provide outreach services to parents and community members regarding literacy and language prior to students entering kindergarten.

Stakeholders' meetings and survey assessments to inform the system's strategic and school level improvement plans. The Comprehensive Needs Assessment (CNA) is conducted with all respective faculties, paraprofessionals, parents, P-20 partners and community members. The system and each school utilizes the needs assessment when developing the district and school improvement plans. System summaries are shared and discussed with all administrators during monthly meetings.

The 5 "Whys" were used to identify root cause analysis:
1. The team identified the specific problem.
2. The team asked, "Why the problem occurred and documented the answer to the problem."
3. The team continued to repeat this process until an agreement was reached that the problem's root cause(s) had been identified.

Below is a list of prioritized literacy needs (root causes) based on the FY 20 CNA and data analysis of formative and summative student achievement.

1. Implementation of Effective Instructional Practices was determined as the system's overarching need. The CNA identified this concern as relevant since there is continued need to create consistency of instructional practices in the district. The root cause analysis of this need indicates that we lack consistent implementation of effective practices to meet diverse needs.
2. The need for quality professional development which focuses on specific disciplines and literacy training. It has been identified that there is a lack of understanding of effective instructional research based practices.
3. Language Arts continues to be an overarching need that has been identified to impact all subject areas assessed by GMAS. Toombs County data indicates a continued need for increased planning, instruction and monitoring of delivery of instruction, in addition to data driven decision making for curriculum/teaching.
4. To increase the number of students reading on grade level as measured by GMAS.
5. Although PLCs meet regularly, research based instructional practices which impact learning for all children must be incorporated into instruction and monitored frequently to ensure fidelity to the curriculum. The use of data must be increased to support instructional decisions.
6. Both students and teachers need to see the connections between individual subject areas and need to vertically align grade level content areas. Students need more technical reading experiences in all content areas, and assignments need to be focused on grade bands and Lexile's.

The implications of the analysis are far-reaching and contribute to the shortcomings of our literacy and instruction and academic outcomes.

Toombs County has participated in numerous instructional initiatives for the purpose of increasing literacy and learning. Past instructional initiatives have included Partnership for Reform in Science and Math (PRISM), Striving Readers Grant, Harcourt Journeys, Opening the World of Learning (OWL), Direct Instruction (SRA) Reading Mastery, Accelerated Reader, STEEP, Performance Matters, and Measures of Academic Progress (MAP). While some of our instructional initiatives are in the initial phase of implementation (less than 2 years), others have been utilized for several years. The initiatives we currently employ include:

*District Literacy Team
*District Literacy Plan
*Evidence-Based Core Reading Program
*Evidence Based RTI programs in Grades K-12
*Writing Instruction and Assessment
*Reading Mastery
*Thinking Maps
*Cindy Cupp Reading Program
*Scholastic Reading Inventory in all Schools
*DIBELS
*Read 180
*System 44
*RTI Intervention Teachers in Grades K-9
*I-Read
*iReady Reading and Math Diagnostic and Instruction

Student Identification for Interventions
The CNA data also revealed the continued need for explicit training and instruction and preparation for Tier I, Tier II, Tier III, and Tier IV research based literacy strategies. Higher quality literacy professional learning is needed. Our current Response to Interventions (RtI) identification process is comprehensive and students are identified for interventions based on data gained through DIBELS, RI, i-Ready, classroom formative assessments and benchmark assessments. However, we continue to have a need to ensure we are identifying the most effective research-based interventions, as well as the need to systematically employ those interventions across all schools and grade-levels.

Community and Family Engagement
Trend data indicates that parents, family and community members tend to participate in events geared toward student recognition and/or non-academic related events. Participation in events which encourage parental/community participation for the purpose of school improvement or increased student success are attended less frequently. As a school system, we plan to continue to identify activities that will increase parental/community involvement. Continued meetings with local businesses, celebrating partnerships throughout the year and helping parents to become active partners by providing resources and opportunities to become meaningfully involved, both at home and at school, is needed for success.

Engaged Leadership
With the L4GA grant opportunity, the Toombs County School Literacy/Leadership Team will continue to enrich a shared learning culture between students, teachers and leaders. A culture of shared learning will be fostered through the use of Professional Learning Communities at the community/district/school level. The system will continue to provide professional learning which will be systematic and connected to all the aspects teaching and learning, with a focus on literacy. Professional learning sessions will occur monthly with targeted topics based on data and needs. The goal is to maximize existing resources and personnel to ensure growth and sustainability.

Positive Learning Environment
Toombs County School's school climate ratings over the past several years indicate that our stakeholders feel socially, emotionally, and physically safe. Counselors, psychologists, teacher mentors, and PBIS provide social and emotional support that extends to community outreach programs.

Professional Capacity
The CNA indicates that 28% of that Toombs County School System's credentialed workforce will be eligible for full retirement within the next 4 years. Professional development continues to be paramount in the retention of new teachers and leaders. Continued mentoring programs, structuring staffing and scheduling to provide time for teachers to plan and collaborate is critical to allow teachers and leaders to grow. Mentoring new staff members (including leaders) is essential to sustainability.

The CNA also exposed that providing ongoing support to teachers via Instructional Coaching is needed. It also revealed that job-embedded research-based professional learning/practices for both teacher and administrators are necessary. Schools readily suggest the need for job-embedded professional learning to deepen their knowledge of effective practices. For the last two years, Toombs County Schools have worked to standardize the curriculum (viable and reliable) and this has brought many challenges to our teachers. While Tier 1 opportunities are increasing for all subgroups, we found that teachers report they often lack specific knowledge and skills regarding the models and implementation of balanced literacy. Instructional coaches are based at each school; however, these coaches need continued support and training in the area of literacy. The awarding of this grant will afford us the opportunity to contract with additional experts in literacy and coaching in support of the growth of our teachers. The district office needs strengthened supports to ensure systematic monitoring and implementation and effective literacy practices are occurring across the district.

Toombs County School System L4GA Grant: Section 4

Project Goals, Objectives, Activities, Outputs, Outcomes and Supports Needed

Toombs County School System has developed a project plan that addresses the needs and root causes identified through its Comprehensive Needs Assessment Process. They are as follows:

1. High Quality Focused Professional Development to prepare teachers and leaders to support literacy development. *(Toombs County Strategic Plan Goal 3)- Build capacity among staff and leaders*

2. Implementation of Effective Instructional Practices. Explicit Tier I research-based reading instruction must be provided to students for the purpose of increasing literacy to meet the demands of academic content areas. Explicit Tier 2, Tier 3 & Tier 4 Research Based Interventions must be provided to meet the demands of literacy in all content areas. *(Toombs County Strategic Plan Goal 1)-Align, maintain and monitor curriculum, instruction and assessments*

3. Coordinate supports with families, schools and the community to enable all students to have equal opportunities for school success *(Toombs County Strategic Plan Goal 2)-Create and implement a welcoming atmosphere for all/develop and sustain meaningful community partnerships*

Based on the critical areas of concern, the District Literacy/Leadership Team has identified the following goals for the L4GA Project:

Goal 1: Secure professional learning to develop the capacity of teachers and leaders for the purpose of implementing effective instructional practices. Effective instructional practices' outcomes in literacy will be measured by formative and summative assessments. (High Quality Focused Professional Development)		
	Person(s) Responsible	**Actions**
Sustainability: Professional Learning Communities have been an initiative of the district and will continue to be part of the Strategic Plan after the grant.	District Literacy/Leadership Team Curriculum/Professional Learning Coordinator School Instructional Coaches	Identify appropriate supplemental instructional strategies and supports to meet learner needs
	District Literacy/Leadership Team Curriculum/Professional Learning Coordinator School Instructional Coaches	Provide professional learning in analysis of formative and summative data sources and the correlation to implementation
	District Literacy/Leadership Team Curriculum/Professional Learning Coordinator School Instructional Coaches	Identify sources for professional learning through job-embedded activities which may include contracted consultants
	District Literacy Team Curriculum/Professional Learning Coordinator School Instructional Coaches	Design professional learning for teachers, coaches, and administrators on best practices in literacy

	Teacher Preparation, FDRESA	
	District Literacy Team Curriculum/Professional Learning Coordinator School Instructional Coaches IT Department FDRESA	Develop and/or participate in workshops/trainings as opportunities for Mentor teachers and practicum students to present lessons learned from guided implementation of best practices
	Toombs County Public Library Toombs County Family Connections	Provide explicit instruction and modeling for childcare providers in language development strategies using mentor texts

Goal 2: Through research and data analysis, identify appropriate strategies and interventions to support the needs of our diverse learners and include in action plans, with specific timelines and responsible parties, resources, and success criteria. (Implementation of Effective Instructional Practices)		
	Person(s) Responsible	**Actions**
Sustainability: *Evidence-based practices learned during the implementation of the grant will continue to be implemented after the completion of the grant period.*	District Literacy/Leadership Team Curriculum/Professional Learning Coordinator School Instructional Coaches RtI Coordinator RtI Teachers (Interventions) Regular & SWD Teachers/ EL Teachers & Support Staff	**Tier 1 Instruction** Implement research-based delivery models across all content areas to support student learning of the standards. Provide explicit literacy instruction (phonics, phonemic awareness, comprehension, fluency, vocabulary and writing) for all students. Integrate appropriate text comprehension strategies into instruction in all discipline areas Implement appropriate strategies to help English Learners (ELs) meet English proficiency standards. Administer literacy assessments to determine students' progress. Acquire additional books and resources at various reading levels and English Proficiency levels for independent reading/classroom libraries.

		Continue to Implement Positive Behavior Supports (PBIS) to promote social and emotional development and safe learning environments.
		Provide targeted, sustained professional development to staff on age-appropriate language and literacy strategies.
		Involve students in formative instructional practices
		Tier 2 & 3 Instruction Implement Response to Intervention (RtI) to increase intensity of supports and services as the child's needs increase
		Provide research-based instruction/interventions daily for at-risk students.
Sustainability: *Any technology purchased through the grant will be incorporated under the district's Technology Plan*		Use technology to provide differentiated instructional support to students.
		Implement validated interventions and instruction for struggling readers, and English Learners
		Develop supplemental libraries of print materials that align with curriculum and support development of vocabulary and reading skills for all learners
		Investigate and secure appropriate and sustainable supplemental digital resources to increase access to media for all learners

Goal 3: Leverage private and public partnerships and coordinate supports to develop and carryout action plans with defined roles for sustainability. (Coordinate with Families, Schools and Community)		
Sustainability: These community partnerships have been established and will continue to exist after the grant.	**Person(s) Responsible**	**Actions**
	Assistant Superintendent Curriculum/Professional Learning Coordinator	Establish regularly scheduled meetings for the District Literacy/Leadership Team and establish agendas for each session
	District Literacy/Leadership Team Community Partners	Use each agency's voice in the community to communicate the needs and efforts to support literacy outcomes for all learners
	Curriculum/Professional Learning Coordinator Media Specialists	Purchase books and create a library for parents to check out books in the Family Engagement Center.
	Parent/Family Involvement Coordinator Family Connections Coordinator	Host family nights that engage parents in activities that demonstrate how to support early reading development at home.
	Instructional Coaches/Teachers	Provide parents with quarterly Lexile data reports to inform them of their child's progress in reading.
	Parent/Family Involvement Coordinator	Partner with community churches to promote reading during the school year and during the summer.
	Toombs Family Connections	Partner with community early learning centers by jointly planning family literacy activities.

The real constraints of the local budget limit the positions available to provide ready access to our teachers as they work to hone their skills in the models of balanced literacy provided as a framework and expectation for the literacy blocks.

The development of success criteria and exemplars for teachers to use when measuring success and providing feedback has in the same process expected teachers to take on ownership. Comments from teachers suggest anxiety and frustration with requests for additional professional learning and in-class coaching and feedback on instructional delivery.

Sustained and systematic district based support is needed to provide the school-based instructional coaches and teachers with the resources, coaching and professional skills they need to become experts in literacy instruction. Instructional coaches are based at each school, however these educators may not all have expertise in literacy. The awarding of this grant will afford us the opportunity to contract with literacy coaches and trainers in support of the growth of our teachers.

Toombs County School System L4GA Grant: Section 1

Brief History and Demographic/Partnership Narrative

Toombs County School System is located in Lyons, Georgia, approximately 160 miles south of Atlanta and 20 miles east of Interstate 16. Comprised of 364 square miles, 2017 Census data indicates Toombs County is ranked as the 66th largest county in Georgia with a population of approximately 27,210. The county's population is 60.7% White, 26% Black, 11.5% Hispanic, and 1.8% Other. In 2018, the median age was 35.6 and the median household income was $36.575. With a per capita income of $23, 416 and poverty rate of 24.9%, statistics from 2017 Kids County Data Center indicate Toombs County maintains 33.5% of children (under age 18) living in poverty as compared to the state average of 21.5%.

In October 2019, the Toombs County School System was serving 2808 students in Kindergarten through 12th grade, with an additional 184 students enrolled in Pre-Kindergarten. The student population is diverse in Toombs County Schools. Currently, our school population is 51% White, 26% Hispanic, 18% Black, 4% Multi-Racial, and 1% Other (American Indian, Alaskan Native, etc.). Due to the agriculture in our area, Toombs County Schools maintain a large transient school population. Approximately 7% of our school system students maintain Migrant status. Although unique, but challenging and rewarding for our school system, is the population of English Learners (ELs). As of January 2019, Toombs County Schools serve 251 English Learners. Considering receptive and expressive language is paramount to literacy, English, as a secondary language for many of our students, often presents a challenge for a number of our students, further enhancing our need for resources and supports for language and literacy.

Due to the number of residents who maintain incomes that are fixed and/or at poverty levels, the Toombs County School System strives to keep school property taxes at a minimum. Currently we have our millage rate set at 14.003, which ranks us in the bottom 10% of lowest millage rates in Georgia. To account for minimum local revenues, the Toombs County School System operates with minimal district and school level administrative positions. Despite these budget constraints, Toombs County Schools have made a commitment to maintain programs of art and music instruction at all grade levels. Furthermore, intervention teachers are employed to provide direct student services and supports to those who demonstrate academic deficiencies.

The Toombs County School System has the responsibility to ensure highly reliable and effective schools which deliver a high quality educational program to all children and youth served by the system. With this responsibility, the LEA Stakeholders/Community Task Force contemplated many factors prior to considering this Grant opportunity. We are gravely concerned about our literacy data and feel that research-based interventions and continued supports are required to improve and sustain our students' growth.

Feeder Pattern Schools

Pre-K Centers	Feed into
Lyons Primary School (Pre-K)	Lyons Primary (Grades K-2)
Toombs Central Elementary School (Pre-K)	Toombs Central Elementary (K-5)

Primary/ Elementary Schools	Feed into Elem/Middle Schools
Lyons Primary School (Grades K-2)	Lyons Upper Elem.
Lyons Upper Elementary School (Grades 3-5)	Toombs Co. Middle School
Toombs Central Elementary School (Grades K-5)	Toombs County Middle School
Middle School	**Feed into High School**
Toombs County Middle School	Toombs County High School

2019 School Climate Ratings/PBIS Status for Each School Involved in the Proposed Partnership

All of the Toombs County Schools are seeking to be included in the proposed L4GA Grant and are as noted below:

School	Climate STAR Rating	PBIS School
Lyons Primary School (K-2)	5 ★	Yes
Lyons Upper Elementary (3-5)	5 ★	Yes
Toombs Central Elementary School (K-5)	4 ★	No
Toombs County Middle School (6-8)	5 ★	Yes
Toombs County High School (9-12)	3 ★	No

Student Literacy/ELA Outcomes of the Feeder System

School	2019 College & Career Reading Performance Index (CCRPI) Score	% of Students Achieving Grade Level Lexile Targets from CCRPI: 3rd >=670, 5th>920, 8th grade>=1097
Lyons Primary School (K-2)	80.4	N/A
Lyons Upper Elementary (3-5)	75.1	Grade 3 39.4% _____ Grade 5 33.1%
Toombs Central Elementary School (K-5)	82.5	Grade 3 50% _____ Grade 5 65%
Toombs County Middle School (6-8)	67.4	Grade 8 54.7%

School Name	Performance Index Description	Performance Rate
Lyons Primary School (K-2)	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	69.75
Lyons Upper Elementary (3-5)	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	68.37
Toombs Central Elementary School (K-5)	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	89.23
Toombs County Middle School (6-8)	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	69.29
Toombs County High School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones End-of-Course (EOC)	75.25

Description of the Feeder System(s) Identified
The Toombs County School System encompasses the five schools selected for the LG4A project. Three of the 5 schools maintain a Climate Star Rating of 5 and are PBIS schools. One elementary school holds a Climate Star Rating of 4 and Toombs County High School retains a 3 Climate Star Rating. Literacy outcomes of our students denote challenges and although some schools demonstrate higher performance over others, the current reality is that 23.56% of our 3rd grade students and 24.74% of our 8th grade students are reading below grade level targets as demonstrated on the 2019 Georgia Milestones Assessment.

The Toombs County School System is fortunate to maintain a supportive community, leaders and teachers who embrace our students and provide assistance without delay. Faith-based and other non-profit organizations, as well as private sponsors, partner to help our students in and our of the classroom.   The Toombs County Board of Education represents various stakeholders and provides local funding for after-school tutoring and supports. Our community's investment in the development of our school system is evidenced by the approval/passing of several recent SPLOST efforts.

Toombs County Family Connections hosts a variety of opportunities for the school system to collaborate on efforts, specifically early literacy skills. Toombs County Schools maintain active members on the council responsible for planning and evaluating the success of grant-funded efforts. Meetings are held monthly throughout the school year to monitor the impact of grant initiatives and determine other opportunities that may be available.

LEA-Partnerships & Plan for Routinely Engaging Community-Organization Partners
Toombs County maintains numerous LEA-Partnerships which create the necessary building blocks for education and literacy reform. Our current system partners include:

Organization/ Contact Information	Role of the Organization in the Partnership	Contact Person/Title
Babies Can't Wait **Southeast Health District** 1101 Church Street Waycross, GA 31501 912-655-1985	Works with the Preschool Intervention Program (Ages 3-5) to enhance the capacity of families to meet the special needs of children and to ensure those children with significant developmental delays receives services to reach his or her maximum developmental potential	Ashley McGahee/ BGW Coordinator 912-655-1985
Toombs Headstart 178 Williams Ave, Lyons, GA 30436 912-526-9228	Works with Toombs County students to provide for early learning and works to assist in identifying students which require supports prior to Kindergarten entrance	Kimietta Robinson
Lyons Center Telamon Headstart 684 N Washington St, Lyons, GA 30436 912-526-4340	Works with our district to provide Early Childhood & Family Support Programs for Children Ages Birth to Five	Regional Migrant Telamon Office
Department of Family & Children Services 162 Oxley Drive , Lyons, GA 30436 912-526-5468	Provides on-site trainings to counselors, teachers, and direct support to families under the care of DFCS	Tangela Strickland
Bright from the Start 2 M.L.K. Jr Dr SE #754, Atlanta, GA 30334	Provides PreK educational services and supports for intervention	Lisa Keene
Toombs County Family Connections 100 Vidalia Sweet Onion Drive Vidalia, GA 30474-8827 912-245-2542	Provides educational services and offer resources to families so that children can graduate on time and be self-sufficient members of our community.	Paige Williamson
Toombs-Montgomery Chamber of Commerce	Works with the schools/community members to	Ginger Morris/ Bill Mitchell

2805 E 1st St, Vidalia, GA 30474 912-537-4466	provide information regarding businesses/employment opportunities and needs. Serves as community stakeholders.	
Lyons Police Department 161 North East Broad Street Lyons, Georgia 30436 912-526-3638	Through city/school grant opportunities, the LPD works with the school system to ensure safety on all school grounds and works with stakeholders to assist in providing information regarding potential threats to our community	Wesley Walker, Chief
Vidalia Kiwanis Club P.O. Box 1183 Vidalia, Georgia 30474 912-537-2776	Works with our district to provide grant opportunities for students and supports for our children and families in the community	Rebekah Arnold
Lyons Merchants Association P.O. Box 1164 Lyons, Georgia 30436 912-526-6166	Works with the school system and community to sponsor events to foster community spirit for the purpose of aiding and assisting those in need	Dorsey Hart

The L4GA Grant will strengthen the district's partnership with these agencies. It will also provide teachers and leaders advanced opportunities for professional learning/training in the area of effective literacy strategies. To increase our relationships with our community-organization partners, our plan would include the following:

1. Make engagement a priority and establish an infrastructure to implement our commitment for a common purpose.
2. Continue to communicate proactively in our community through increased use of public forums, surveys, focus initiative groups, and conversations.
3. Seek venues to actively engage parents and school community members in initiatives and provide them with meaningful ways to participate.
4. Recruit and organize community support.
5. Conduct stakeholders' meetings 3 times annually to review the progress of grant implementation, to review literacy plans, and to assess the progress of the system's goals and objectives.

Engagement Plan for Early Childhood Education and Care Providers
Toombs County currently works in unison with local Day Care Providers and Early Childhood Education centers in our area. To strengthen our partnership, our plan would include identifying child/school needs and providing outreach strategies/programs which propose a plan for specific, proactive recruitment strategies. This will ensure that potentially at-risk children in the community are aware of the availability of the opportunity for Birth-to-Five Education.

We will also continue the Get Toombs County Reading Campaign (GTCRC), a local effort of the state initiative "Get Georgia Reading" Campaign which is modeled after the evidence published through GGR. Toombs County Schools currently partner with Toombs County Family Connections (TCFC) in managing and monitoring the GTCRC. A steering committee consisting of representatives from TCFC, Keep Thinking, Toombs County Schools, Vidalia City Schools, the Boys and Girls Club of Toombs County, and Ohoopee Regional Library System will continue to provide guidance on all activities of the GTCRC. This partnership will provide a continuum of services to the community (both children and adults) that focuses on the

importance of early language and literacy development using the pillars and keys of access outlined by Get Georgia Reading so that children will be reading on grade level by third grade. As well, the GTCRC has partnered with Ferst Foundation for Childhood Literacy to provide books to 100+ pre-school aged children and to provide education to their caretakers on how to use available resources. Our partnerships and efforts to increase literacy will further be strengthened with this L4GA grant.

Toombs County Schools and their associated literacy partners agree to serve on a literacy steering committee, which includes regular attendance at meetings and support of partner activities. The Toombs County Schools will select representatives who will serve on a sub-committee to streamline efforts aimed at early learning and literacy. Community partners will work together to identify gaps of services to be addressed in the future and recognize programs which have been successful and can be replicated. Toombs County Schools will spearhead improvement initiatives aimed at policies and procedures of existing programs to help with sustainability of programs and results.

Plan for Routinely Engaging P-20 Research-Practitioner Partnerships and literacy faculty in the Local Teacher Preparation Programs as part of the community coalition
Collaboration between K-12 and higher education is essential to increase literacy, college readiness and success. Toombs County Schools will continue to participate in P-20 partnerships with First District RESA, East Georgia State College, Georgia Southern University (Armstrong Campus), Georgia Southern University, Brewton-Parker College, College of Coastal Georgia, and Savannah State University. Each year select staff (comprised of district level administrators and teachers) will participate in Southeast Regional Collaborative Meetings for the purpose of evaluating the effectiveness of current resources and purchasing new ones. Our current P-20 partners are invited and regularly participate in the annual Comprehensive Needs & Assessment Planning. They also participate and facilitate parent meetings and district-wide trainings throughout the year.

We currently maintain a strong partnership with Southeastern Early College and Career Academy (SECCA), which is a regional academy which partners with four surrounding school systems (Montgomery County, Toombs County, Treutlen County, and Vidalia City Schools and also Southeastern Technical College).   The SECCA partnership provides students the opportunity to enroll in high school and college courses that are directly applicable to their career and educational goals. The expansion of relevant educational opportunities for all students has a positive impact on student achievement, graduation rates, career outcomes for our students, and the overall economic development of our community.

Toombs County School System L4GA Grant: Section 2

LEA PARTNERSHIP-MANAGEMENT PLAN AND KEY PERSONNEL

Area of Responsibility	District Team Member	Contact Information
Managing School Level Grant Activities with Principals and School Level Literacy Teams	Rustin Parker, Instructional Coach	Lyons Primary School (912) 526-8391
	Brandon Hartley, Instructional Coach	Toombs Central Elementary School (912) 565-7781
	Michelle Denmark, Instructional Coach	Lyons Upper Elementary School (912) 526-5816
	Amelia Lane, Instructional Coach	Toombs County Middle School (912) 526-8363
	Michelle Branham, Instructional Coach	Toombs County High School (912) 526-4286
	Carmen Roberts, Assistant Superintendent Professional Learning Coordinator	Toombs County Board of Education (912) 526-3141
Managing System Level Grant Administration Activities-Coordinate Professional Learning, Coordinate with Instructional Coaches to Assist in Implementation of Grant Activities, Approve and Process Purchase Orders, Maintain Budgets, and Ensure Fidelity of all Assessments/Instruction	Carmen Roberts, Assistant Superintendent Professional Learning Coordinator Pamela Sears, Federal Programs Director	Toombs County Board of Education (912) 526-3141
Technology- Organizing Technology purchase, installation, maintenance, infrastructure and technology related training	Nathan Miller, Technology Director	Toombs County Board of Education
Finances- Approve Grant Budget, Submit Completion reports and State Required Reports	Carmen Roberts, Assistant Superintendent Professional Learning Coordinator Stephanie Smith, Chief Financial Officer	Toombs County Board of Education Toombs County Board of Education
Payroll-Issue stipends for off contract Grant Training & Related Approved Activities	Julie Spivey, Payroll	Toombs County Board of Education
Accounts Payable- Match Invoices with Packing Slips, Resolve Discrepancies, Process Grant Payments, Process Travel Reimbursement	Tomara Hampton, Accounts Payable	Toombs County Board of Education
Purchasing- Initiate School Purchase Orders and Manage School Level Grant Activities	Chris Bell, Principal Tabatha Nobles, Principal Tonawanda Irie, Principal Renee Garbutt, Principal Marissa Morris, Principal	Lyons Primary School Lyons Upper Elementary School Toombs Central Elementary School Toombs County Middle School Toombs County High School
Special Education- Management of SPED interventions/monitoring progress	Sabrina Woodruff, Special Education Director	Toombs County Board of Education
Student Services Management of RTI interventions/monitoring	Carmen Roberts, Assistant Superintendent Professional Learning Coordinator RTI/SST Coordinator	Toombs County Board of Education

Strategic Planning

The Toombs County School System's vision statement is, "*Excellence for All*" and its mission statement is, "*Believe in Every Child, Every Day.*" Critical to students being "excellent" is the cultivation of students' literacy skills. We believe students' literacy development does not occur exclusively in the English/Language Arts classroom. It is a shared responsibility among all educators. Although specific knowledge and skills are taught primarily in Language Arts, every subject area teacher is responsible for further developing, strengthening and enhancing literacy. Students need to be taught how to read different kinds of text, write and express themselves in the formats associated with each subject, and use content-specific vocabulary.

In the fall of 2019, Toombs County Schools completed a five -year strategic plan. The strategic plan represented the work of a 32-member planning team composed of system and school level leaders, teachers, community members and the District Literacy Leadership Team. The plan includes 4 overarching goals which defines our current vision and practices:

Goal #1: Align, Maintain and Monitor Curriculum Instruction, & Assessments

Goal #2: Create and Implement a Welcoming Atmosphere

Goal #3:   Build Capacity Among Staff

Goal #4- Develop and Implement Efficient Operational Processes

The goals of the Literacy plan for our system are aligned with the system's five-year strategic plan goals and objectives.   The District Literacy Plan outlines goals specifically created for the improvement of academic achievement for all students. System-wide literacy needs have been identified as follows:

- To strengthen literacy development across all content areas
- Improved collaboration with parents and agencies for children birth-to-five to ensure access to literature prior to entering Pre-K or Kindergarten
- Expansion of print and technological resources to promote and improve writing and literacy skills across the curriculum
- Professional learning in the areas of integrating literacy and technology into instruction, writing instruction, and researched based literacy instruction
- To support teachers to improve literacy and language instruction
- To build leadership capacity for Literacy
- To establish expectations for research-based practices and interventions for all Tiers of Instruction.

Effective reading and writing instruction requires both summative and formative assessments. Use of data from each type of assessment will ensure teachers identify students' strengths and weaknesses, diagnose disciplinary literacy skills that are lacking, set goals based on the Georgia Standards of Excellence (GSE), match instruction to learning, evaluate the effectiveness of instruction or interventions, and monitor student progress. Once the initial screening process occurs through the use of DIBELS or RI, teachers and support staff will be able to plan and focus on a variety of interventions.

Teachers will use assessment data from formative assessment analyses to adjust instruction as needed. This will provide a continual cycle for student improvement. Professional learning will be needed so teachers and leaders can learn how to utilize existing data, explore new tools and strategies to aid in diagnosing skill deficiencies, monitor students' progress, use their classroom practices as progress monitoring tools, and analyze results from a variety of resources to set students' literacy goals and identify the most effective instructional strategies.

Research clearly indicates that in order to improve the graduation rate and to meet the learning needs of all students, all stakeholders must embrace a comprehensive approach to literacy from Birth to 12th grade. Students must acquire literacy skills to meet the demands of the 21st century. In order to achieve our mission that all students graduate college/career ready, literacy must be emphasized at all grade/content levels. Ultimately, it is the hope of the system that all students in Toombs County Schools meet or exceed local, state and federal literacy proficiency rates. We believe the funds from the L4GA Grant will help us achieve and maintain the vision and mission for all Toombs County students.

Ability of the LEA to Adequately Administer Funding
The Toombs County School System has experience in implementing instructional initiatives aimed at improving student achievement. Some of our funded initiatives include:

Funded Initiatives/Experiences

Initiative	Grades	Status	Funding
Positive Behavior Intervention & Supports (PBIS)	K-8	Current	Some funding provided via IDEA
SECCA Career Academy	9-12	Current	Yes
21st Century Afterschool Grant	K-8	Past	Yes
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
Striving Readers Comprehensive Grant	PreK-12	Past	Yes
Lowe's School Renovation Grant	PreK-2	Past	Yes
Thinking Maps	PreK-12	Past	Partially Funded via Striving Readers' Monies
Georgia Transportation Grant	PreK-12	Current	Yes
SHAPE Grant	K-5	Past	Yes

Other non-funded Toombs County instructional initiatives which have supported a cycle of continuous improvement have included: Literacy Design Collaborative (LDC), Performance Matters (analytic analysis), Integrating Technology into Instruction Implementing of Learning-Focused Strategies (Mathematics; Vocabulary; Differentiating Instruction; Reading Comprehension), Improving writing skills through implementing Thinking Maps and Six Traits of Writing, Implementing Differentiated Instruction Strategies, Increasing Rigor and Relevance in the Classroom, Writing Across the Curriculum, Teacher Mentors, and a Teacher Induction Program.

Three Years of State Audit Results
The Georgia Department of Audits conducts a financial audit of the Toombs County School System's financial records each year. Successful management of local, state and federal funding is evidenced through clear external audits completed annually and posted to the system's webpage.   The Toombs County Schools 3-year audit results are as follows:

FY16

FS 2016-001	Internal Control Procedures over Central Office
Control Categories:	Accounting Controls (Overall)
	Cash and Cash Equivalents
	Revenues/Receivables/Receipts
	Expenditures/Liabilities/Disbursements
	General Ledger Capital Assets
Internal Control Impact:	Significant Deficiency
Compliance Impact:	None

FS 2016-002	Internal Controls over Financial Reporting
Control Category:	Financial Reporting
Internal Control Impact:	Material Weakness
Compliance Impact:	None

FS 2016-003	Budget Deficit
Control Category:	Budget Preparation/Execution
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Non-Material Noncompliance

FY17
No findings

FY18
No findings

Toombs County FY19's audit will occur in the next few weeks and we anticipate no findings. Members with roles for implementing this project have collective experience with grant management and maintain high levels of attention to financial stewardship.

Capacity for Financial Management
Toombs County has established an effective internal system for financial management. The system's Chief Financial Officer has been with our district for 3 years and maintains a staff consisting of payroll and purchasing. This staff, along with program managers are responsible for ensuring all expenditures are aligned with the program/grant guidelines, expended as budgeted, and are allowable expenditures for each program/grant. The system requires prior approval before the finance department can or will issue a purchase order or complete any contractual Toombs County School System-L4GA agreements. The system is based on an initial request for the expenditures, which must be approved by a supervisor, a grant/program administrator and the superintendent.

Coordination of Resources for Grant Administration
The L4GA grant will be implemented by building level administration, with oversight from the district's central office. The Assistant Superintendent will coordinate grant implementation with the district's financial department, technology department, special education department, federal programs department, student services department and the individual schools. Awards from the grant will prompt school-based personnel and the District Literacy Team to review the proposals and prioritize funding requests. A budget will be built around the priorities established. Action plans establishing reasonable timelines and people responsible for those actions will serve as artifacts of this planning. Checkpoints will allow the team to assist the Assistant Superintendent with oversight and identification of success and revisions. The action plans for each school have checkpoints that are aligned to the 3-year grant cycle. Meetings will be held to review the process and ensure communication between all parties involved. The Birth-to-Five Blueprint will streamline this review process.

Toombs County School System L4GA Grant: Section 7

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

The goals and plans within the scope of the project have the unified theme of growing teachers and learners in literacy. Identification of effective professional learning providers will be essential in identifying best practices in literacy for our community of learners. It is part of the work of the project to identify the strategies needed in our efforts to meet the literacy needs of all learners. The District Literacy/Leadership Team will explore viable evidence-based options to supplement the instruction our students currently experience. The need for additional literacy support from experienced literacy consultants and district-wide literacy support stems from the actual limitations faced by our district with limited monetary resources and personnel.   The sustainability of this project and all activities therein will grow as teacher leaders emerge and assume roles in the community to cultivate learning among their peers and with new teachers.

As previously stated, teachers want to gain confidence in their teaching skills in developing literate students. Instructional Coaches want to have confirmation they are supporting the correct work, and administrators want to know they are looking for the right things during observations and in the review of student data. Technology requests are integrated in the school plans as tools to increase access to digital print materials and engage students in interactive learning with those resources. Our technology department and media specialists will play a role in the review of hardware and software to make sure the integration of any of these components will integrate with current technologies. The Instructional Technology Coordinator will consult with schools to determine professional learning needs and assist in recommendations for training. Teacher representatives will be included in the review of resources under consideration for meeting the needs of unique learners. It is vital to have the teachers' instructional literacy needs met. The goal of all activities is to create a viable and reliable and sustainable literacy program where all children leave Toombs County Schools literate and become successful citizens.

With high rates of students lacking structured preschool experiences and access to print-rich environments, training and activities to support caregivers and outreach community programs, as well as print resources are needed for parents.   The local library has determined a way to house and catalog any print resources. In addition, the Birth-to-Five plan builds upon community engagement by using volunteers for local literacy activities and enlisting Family Connections to support literacy training.   Fundraisers will be an option to sustain replacement of books and training after the grant funding expires. Training and parental involvement activities can be sustained at the school level and outside partners will be invited as customary.

Resources and Materials Needed to Implement and Support the Project Plan

- o Professional learning – consultant fees, stipends, travel, or release time (substitutes) and materials
- o Literary and informational texts on various levels for classroom libraries and Media Centers
- o Travel expenses for conferences and training
- o Contracted services for in class literacy training and coaching
- o Contracted services for Response to Intervention (RtI) coaching and training
- o Identified Research-Based Intervention Supplemental Materials Needed for Literacy Instruction
- o Technology to support literacy improvement
- o Community and Outreach Promotional Items (Brochures, Informational Packets)
- o Costs for RESA Reading Endorsements
- o Literacy Software
- o Supplemental Phonics Program
- o Materials Needed for Assessment as Required by the Grant (Protocols, Kits, Training, etc.)
- o Materials for Parent Workshops/Parents as Teachers Consumables (Literacy Only)

Explanation of Proposed Technology

Schools are purchasing technology to support literacy instruction. Computers will be purchased to establish labs for writing across the curriculum, implementation of intervention programs as well as literacy-focused programs. Some schools plan to purchase educational apps to promote and encourage literacy across content areas. Only programs which have been identified as research-based for literacy improvement shall be purchased. The Technology Department will provide professional learning to assist schools with any implementation of new technology purchased. In addition, technology integration is one of the professional learning offerings that is incorporated into the Project Plan.

Explanation of Professional Development Expenditures

Our CNA has identified the need for Instructional Coaches, Leaders and Teaches to become adept in literacy instruction and in the administering of research-based interventions. Providing professional learning to increase early care and school teachers' ability to implement explicit literacy instruction is paramount to increasing literacy for our students.

Administering literacy assessments to determine student progress and program effectiveness is necessary for the purpose of assessing progress and making adjustments in instruction.

Identifying and administering instruction in research-based literacy interventions for students identified in need of Tier II, Tier III and Tier IV interventions is critical to meet the needs of students.

Providing the opportunity to obtain a reading endorsement will further increase teacher and staff capacity to teach and lead in literacy efforts.

Explanation for Additional Supplemental Literacy Materials

Integrating reading, writing, speaking, listening and critical skills in all content areas is essential to promote and sustain literacy and language. Literacy resources are needed to support current reading/literacy instruction. Additional supplemental resources may be identified as necessary for effective and research-based instruction. Implementing validated interventions and instruction for struggling readers, English Learner (EL) students and Students with Disabilities (SWD) is critical for all students (Tier II, Tier III and Tier IV students).

Toombs County School System L4GA Grant: Section 9

Toombs County School System Budget Summary

We are requesting funding as part of the L4GA grant program to assist us in the identification of appropriate supplemental evidence-based literacy strategies for all learners. To better prepare our teachers to grow in their knowledge and skills and develop teacher leaders, the funds we are seeking will afford us with opportunities to identify the strategies and instructional resources needed to support research-based literacy instruction for our students. Additionally, these funds will allow for the increase of professional learning for our teachers and staff.

Requests in the area of professional learning include contracting with consultants, stipends, materials for implementation, and the ability to attend conferences related to literacy instruction. Contract services requests are made with the understanding that the funding is limited to three years from this source and plans for sustainability must be initiated at the start of the project.

Requests for funding include the addition of supplemental texts in print and digital formats. Increased access to digital texts and programs will be possible through purchase of select hardware solutions specifically aligned to the use of the literacy resources. Funding for our project results in a community-wide effort to increase access to materials to build strong literacy skills prior to entering school and in the early years of school as students are in the crucial stages of language development.

Evidence of the success of the project is adept teachers, leaders and support staff who facilitate achievement in literacy for all learners. A reduction in our learning gaps will be a visible outgrowth of the work of project partners. Community outreach projects will be addressed through our partnerships. Formative and summative assessment data will be accessed continually to access all project goals and plans. All School Improvement and District Improvement Plans contain specific literacy goals that are monitored every 40-45 days.

Curriculum Needs

In order to address Tier 1 literacy instruction, grant funding will be used to purchase the following items:

• Leveled texts from all content areas for classrooms libraries and/or Media Centers

• Informational texts to support the implementation of Georgia Standards of Excellence (GSE) in all content areas

• Class sets of novels that support thematic teaching outlined in GSE

• Consumable materials

• Research-Based Phonics Programs

• Instructional Software for Literacy

Professional Learning Needs

In order to strengthen teachers' pedagogical skills to teach literacy across the curriculum, grant funding will be used to purchase the following items:

- Consultant fees

- Instructional materials for training

- Stipends for off-contract training

- Funding for substitutes

- Travel and Registration fees

Response to Intervention (RtI) Needs

The needs assessment results indicate a need to implement the RtI process with fidelity to increase students' literacy skills. In order to address Tier II and Tier III instructional delivery models, grant funding will be used to purchase the following items:

- Research-based intervention resources, materials and programs

- Additional training on screening and assessment tools

- Progress monitoring tools

Personnel Needs

Grant funding will be used to purchase the following items:

- Contracted services for coaching in the classroom

- Contracted services for coaching the RtI process

Technology Needs

Although L4GA is not a technology grant, the innovative use of technology to enhance Tier I literacy instruction and the facilitation of Tier II and Tier III instruction is necessary. Grant funding will be used to purchase the following items:

- Software

- Intervention Programs

- Computers for labs/mobile classrooms

Excellence for All

TOOMBS COUNTY SCHOOL SYSTEM PARTNERSHIP AGREEMENT

Toombs County Schools and their partners are committed to strengthening the development of children's language and literacy. Toombs County School System and their partners believe all children can learn and we are embarking on the critical mission of helping all students to become capable readers and writers. With our signature, we pledge to partnership with Toombs County Schools for "Literacy for Living, Living, and Leading in Georgia" (L4GA)!

Name (Signature)	Title/Position	Date
Pam Willi	Toombs Co. Family Conn. Director	2/6/20
Ursula Spence	Director of Programs (CHW)	2/6/2020
David Sikes	Chairman Board of Comm	2-6-2020
Jason Hall	City Manger Lyons	2-6-2020
Shelly Smith	CEO / SECCA	2-6-2020
(signature)	CEO / Pineland Cogentus	2-6-2020
Michelle Johnson	President, Chamber	02.06.2020
(signature)	Exe Dir, Dev Auth	
Anne Lee Owens	Dir. Econ. Develop	02.06.2020
Aleta Brittan	Exec Director Vidalia Convention + Visitors Bureau	2-6-2020
(signature)	United Way	2-6-2020
(signature)	Assistant Principal	2-7-2020
(signature)	LVES Principal	2-6-2020
(signature)	LPS Principal	2-6-2020
Marissa Morris	TCHS Principal	2-7-2020
Renee Garbutt	TCMS Principal	2-7-2020
(signature)	Toombs Co. Schools Superintendent	2-7-2020

Application: Toombs County School System/ Lyons Primary School

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000054
Last submitted: Feb 9 2020 08:15 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Lyons Primary School
System ID	738
School ID	0104

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

46

Number of Paraprofessionals or Teaching Assistants in School

22

Principal or Director

Name	Christopher Bell
Position	Principal
Email	christopher.bell@toombs.k12.ga.us
Phone	912-526-8391

L4GA 2019 School Contact

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

Name	Rustin Parker
Position	Instructional Coach
Email	rustin.parker@toombs.k12.ga.us
Phone	912-526-8391

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

Lyons Primary School Literacy Plan

Filename: Lyons_Primary_School_Literacy_Plan.pdf **Size:** 553.8 kB

Application: Toombs County High School (Grades 9-12)

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000115
Last submitted: Feb 9 2020 09:10 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Toombs County High School
System ID	738
School ID	0192

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

57

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Marissa Morris
Position	Principal
Email	marissa.morris@toombs.k12.ga.us
Phone	912-526-4286

L4GA 2019 School Contact

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

Name	Michelle Branham
Position	Instructional Coach
Email	michelle.branham@toombs.k12.ga.us
Phone	912-526-4286

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

[Toombs County High School Literacy Plan](#)

Filename: Toombs_County_High_School_Literacy_Plan.pdf **Size:** 470.6 kB

Application: Toombs County Lyons Upper Elementary School (Grades 3-5)

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000113
Last submitted: Feb 9 2020 08:52 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Lyons Upper Elementary School
System ID	738
School ID	0204

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

44

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Tabatha Nobles
Position	Principal
Email	tabatha.nobles@toombs.k12.ga.us
Phone	912-526-5816

L4GA 2019 School Contact

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

Name	Michelle Denmark
Position	Instructional Coach
Email	michelle.denmark@toombs.k12.ga.us
Phone	912-526-5816

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

[Lyons Upper Elementary School Literacy Plan](#)

Filename: Lyons_Upper_Elementary_School_Literacy_Plan.pdf **Size:** 484.1 kB

Application: Toombs Central Elementary School (K-5)

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000111
Last submitted: Feb 9 2020 08:43 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Toombs Central Elementary School
System ID	738
School ID	4050

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Tonawanda Irie
Position	Principal
Email	tonawanda.irie@toombs.k12.ga.us
Phone	912-565-7781

L4GA 2019 School Contact

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

Name	Brandon Hartley
Position	Instructional Coach
Email	brandon.hartley@toombs.k12.ga.us
Phone	912-565-7781

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

Toombs Central Elementary School Literacy Plan

Filename: Toombs_Central_Elementary_School_Literacy_Plan.pdf **Size:** 473.9 kB

Application: Toombs Central Elementary School (Birth to 5)

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000112
Last submitted: Feb 9 2020 08:46 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Toombs Central Elementary School
System ID	738
School ID	4050

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

36

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Tonawanda Irie
Position	Principal
Email	tonawanda.irie@toombs.k12.ga.us
Phone	912-565-7781

L4GA 2019 School Contact

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

Name	Brandon Hartley
Position	Instructional Coach
Email	brandon.hartley@toombs.k12.ga.us
Phone	912-565-7781

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

[Toombs Central Elementary School Literacy Plan](#)

Filename: Toombs_Central_Elementary_School_Liter_msWMBoF.pdf **Size:** 473.9 kB

Application: Toombs County Middle School (Grades 6-8)

Carmen Roberts - carmen.roberts@toombs.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000114
Last submitted: Feb 9 2020 09:03 AM (EST)

School Profile

Completed - Feb 9 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	Toombs County School System
School or Center Name	Toombs County Middle School
System ID	738
School ID	0103

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

56

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Dr. Renee Garbutt
Position	Principal
Email	renee.garbutt@toombs.k12.ga.us
Phone	912-526-8363

L4GA 2019 School Contact

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

Name	Amie Lane
Position	Instructional Coach
Email	amelia.lane@toombs.k12.ga.us
Phone	912-526-8363

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 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

Toombs County Middle School Literacy Plan

Filename: Toombs_County_Middle_School_Literacy_Plan.pdf **Size:** 484.7 kB

School History:
Toombs Central Elementary School (TCES) is a Title I school located in Lyons, Georgia. TCES has had the honor of being recognized in the past as a Title I Distinguished School. The city of Lyons has a population of 4,297. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Lyons, GA is $23,292 per year, while the average income per household for the county is approximately $35,750 per year. The poverty rate for Lyons and Toombs County is 41.4% and 24.4%, respectively. The building which houses TCES students was first erected in 1955 (Toombs Central School) and was comprised of grades 1 – 12. In 1982, the school began a half day program for Kindergartners; in 1985, Kindergarten became a full day program. The last graduating class from Toombs Central School occurred in 1987. The following year (1988), grades 9 – 12 consolidated with Lyons High School. In 1992, grades 6 – 8 consolidated with Lyons Junior High School, and Toombs Central officially became Toombs Central Elementary School (TCES K-5). TCES added its Pre-K program in 1993 and has since been operating as a Pre-K – 5 school. TCES currently has three Pre-Kindergarten classrooms, four Kindergarten classrooms, four first grade classrooms, four second grade classrooms, four third grade classrooms, four fourth grade classrooms, and four fifth grade classrooms. Additionally, TCES has three co-taught Special Education classrooms and one self-contained Special Education classroom. Our certified and non-certified staff are all highly qualified. TCES has a student population of 544 students, with a 16:1 teacher-student ratio. Our ethnic make-up is 5.4% Black, 67.2% White, 24.5% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 2.8% Multi-racial. There are 252 male and 292 female students.

Administrative and Teacher Leadership Team:

TCES has one administrator/principal on staff; the school currently has a full-time counselor. The Literacy Leadership Team consists of the principal, the instructional coach, media specialist, one computer lab personnel, one teacher from each grade K-5, one Special Education teacher, one gifted teacher, and a representative for ELL. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they also ensure that the school's mission, vision, values, and goals are sustained at TCES. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

TCES values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, 2 business representatives, 2 school representatives, and 2 parents. New members are elected at the beginning of each school year.

Community Assets:

• Toombs County Sheriff's Department	• Scoops
• Toombs Family Connection	• Hardware Pizza
• Southern Nuclear Company	• Pittman Farms
• Rocky Creek Baptist Church	• Cowart Farms
• Cedar Crossing Baptist Church	• Beasley Farms
• Cedar Crossing Church of God	• Salgado Harvesting
• Lyons First Baptist Church	• Jan's Fried Chicken
• Lyons First Baptist Church	• Peterson's Dermatology
• Sacred Heart Catholic Church	• T98

Past Instructional Initiatives:

TCES has been successful at implementing many different instructional initiatives in the past. These initiatives have been put into practice with consistent monitoring and fidelity, and in turn, many of them continue to this present day. Our school has always emphasized the importance of scientific and research-based/validated programs. These initiatives include:

- Differentiated Instruction
- Reading Mastery Plus
- Lexile Training
- Unit Planning Protocols (UPP)
- Writing Across the Curriculum
- School Writing Plan
- Marzano Training
- Professional Learning Communities
- Response to Intervention (RTI)
- Parental Involvement
- Measures of Academic Progress (MAP)
- Depth of Knowledge Training
- STEEP Testing
- DIBELS
- Reading Inventory (RI)
- i-Ready
- Explicit Vocabulary Instruction
- Extended Intense Phonics Instruction
- Accelerated Reader
- Lexiled Media Center

Current Instructional Initiatives:

As previously stated, our teachers are implementing most of our previous initiatives. That being said, we realize the need for a deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers are meeting regularly in professional learning/content-level/vertical teams to address these needs; effective instructional planning has been an area of focus for the past few years. Differentiation training has continued to be ongoing, and our teachers are gaining a greater understanding of the use of assessments/test analysis and planning for differentiation in the classroom.

Each summer, a group of TCES teachers, the school principal, and the instructional coach participate in a school-wide "data dig." The group analyzed data related to teacher performance, student performance, test scores, and instructional effectiveness. This information was presented at an initial faculty meeting and goals were set to address the areas of concern. Thus far, these goals have remained at the forefront of all instructional initiatives this year.

Professional Learning Needs:

The needs assessment conducted at TCES identified many professional learning needs. Most everyone surveyed identified literacy across all content areas as a major concern at this time. Although students receive literacy instruction in ELA classrooms, it is not overtly taught in the other content areas. Furthermore, these teachers have not had adequate training on literacy instruction as it pertains to their curricular area. Additionally, our SPED and EL teachers identified literacy instruction as a relative weakness for them and listed this as a pervasive need in their classrooms.

One noted professional learning need is vocabulary strategies. As a result of our increasing English Learners population, many of our students come to school without the vocabulary, language, and schema needed to be successful. Teachers feel that proper training in effective vocabulary instruction/strategies would greatly increase their overall effectiveness with these students. Additionally, many of our students arrive to TCES from homes where communication (reading, everyday conversation, etc.) is lacking and where cultural experiences are not prevalent.

Furthermore, writing continues to be at the center of all our Professional Learning needs. From genre-specific writing to constructed response, teachers consistently identify writing as a need. Past GMAS scores support this and identify writing as a need as well. Narrative writing has been an area of concern since the inception of the Georgia Milestone assessment. Our teachers would greatly benefit from Professional Learning on narrative writing and any writing geared toward extended constructed response. We have not been successful, to this point, at mediating this need in-house.

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Due to the constant cuts in educational funding, our school has been forced to operate under less than ideal circumstances. Our teachers understand the need for professional learning; however, many of these opportunities require registration costs that our system simply cannot afford. Literacy training for all content areas has been identified as an area of concern, yet our teachers would likely have to pay the cost of such training out of their own pockets.

Our school has been fortunate enough not to furlough teachers at this time; however, this has come at the expense of many classroom resource needs. TCES has not adopted student texts in several years, and our Social Studies and Science teachers are using, as much as possible, texts that are outdated and not aligned with current state standards. Our ELA teachers have purchased books/novels to use in their framework units; however, we will soon need to purchase new books to replace these older ones – our school currently has no money to do this. As a result of budget constraints, our after school and summer school programs have been completely cut out. Teachers acknowledge the benefits of and the need for sustaining these programs.

Cuts in federal/state spending have put an enormous burden on local funding to pay for diagnostic testing and universal screeners such as DIBELS and Reading Inventory. The local budget simply cannot continue to fund these assessments, regardless of their value and necessity. Our technology needs are vast, and our teachers are doing the very best with the limited resources they have in place. We understand the need for technology and the benefits that it can provide, yet our system simply cannot afford to provide these needs.

We pride ourselves with being student-focused and data-driven; however, the impact of our current economic crisis directly affects

our ability to maintain this vision. The L4GA Grant would be a great benefit to our school, but more importantly, to our students. Furthermore, it would provide the necessary training and resources to establish and maintain an adequate and comprehensive literacy program in our school/system.

GOALS	ACTION	WHO	WHEN	ASSESSMENT
Increase the percentage of students meeting growth targets on both DIBELS and RI by 5%	Implement differentiated homework passages based on DIBELS and RI Lexile scores	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	DIBELS Next Reading Inventory (RI) Homework Samples
	Continued implementation of vocabulary strategies/word studies	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Vocabulary assessments
	Implementation of systematic K-5 phonics instruction/ K-3 sight word instruction during ELA block	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Walkthroughs
	Discussion and review of data analysis during PLCs	PLC Teams, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes
	Inclusion of differentiation documentation in lesson plans based on RI and DIBELS scores	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans

	Use certified teacher in computer lab to guide assessment for RI, DIBELS, i-Ready and provide supplemental services	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	DIBELS Next Reading Inventory (RI) i-Ready
Lexile scores will meet and exceed expected grade level band results on the GA Milestones	Increase vocabulary and language development	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
	Increase texts available for students including library books, periodicals and e-books	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
	Professional learning to train teachers in effective literacy strategies with a focus on vocabulary strategies	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones

	Offer extended learning time	County office administration	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
Improve students' genre writing	Professional learning to train teachers in evidence-based instructional practices	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Professional learning to train teachers on writing consistency across the curriculum	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Offer extended learning time	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples

School History:
Toombs County High School (TCHS) is located in Lyons, Georgia. The city of Lyons has a population of 4,297, and it sits within Toombs County that has a population of 26,887. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Lyons, GA is $23,292 per year, while the average income per household for the county is approximately $35,750 per year. The poverty rate for Lyons and Toombs County is 41.4% and 24.4%, respectively. Lyons, Georgia is the seat of Toombs County, and is within 100 miles of Augusta, Macon and Savannah. However, many of our students do not have the means or transportation to benefit from larger cities. The Toombs County School System has an active enrollment of approximately 3,085 students, PK-12. The system is composed of five schools: Toombs County High School, Toombs County Middle School, Lyons Upper Elementary School, Toombs Central Elementary School and Lyons Primary School. Also, two satellite centers contribute to the system. These centers are the Toombs County Alternative School and The Toombs County Cedarwood GNETS Center. It's only direct feeder school is Toombs County Middle School. Students in the Primary, Elementary, and Middle School (Grades PK-8) are served through a school-wide Title 1-A program. TCHS has a student population of 769 students. TCHS ethnic make-up is 17.3% Black or African American, 52.9% White, 24.7% Hispanic, <1% American Indian/Alaskan Native, 0% Asian, and 4.6% Multi-racial. There are 406 male and 363 female students. Due to the increase in students qualifying for free and reduced lunch, we became a Community Eligibility Provision (CEP) system. All students are provided breakfast and lunch at no cost. TCHS has one principal on staff, one assistant principal, one dean of students, one instructional coach, but currently has no full-time counselor. The climate rating increased from 79.0 to 83.0 for the 2019 school year. Each area under the climate rating made gains. The survey rating increased from 71.62 To 76.42.

Toombs County High School Literacy Plan

Administrative and Teacher Leadership Team:

The TCHS administrative team is comprised of one principal, Mrs. Marissa Morris and one Assistant Principal, Mr. Blanton Cranford, first year at TCHS. The leadership team consists of the principal, the assistant principal, the instructional coach, content area teachers, CTAE teacher, special education teacher and a representative for ELL.

Community Assets:

Southeastern Technical College provides a variety of dual enrollment (academic and CTAE) classes for Toombs County High School students. First District RESA provides technical assistance and support, including professional learning, to member school systems. Southeastern Early College and Career Academy provides a variety of academic and CTAE classes for students in multiple school districts including Toombs County High School students. Georgia Power hosts field trips and works with the students in our energy pathway classes at SECCA. Our Young Farmers program and agriculture classes host numerous guest lectures throughout the year from community partners.

The Toombs County School system is fortunate to be the benefactor of programs from the community. Toombs County Schools participates in the Help A Child Smile dental program. Our STEM program works with the Southeastern Soapbox Derby each year to provide a car and participants to use in the local annual race.

Other civic organizations are actively involved in the schools by providing donations or sponsoring programs to benefit our students. The school system is fortunate to have great community partners. Our community partners provide support through senior scholarships each year.

Past Instructional Initiatives/Professional Development Needs

To assess the needs of the high school the leadership team reviewed and considered all student data including data reflecting student attendance, discipline, teacher attendance and teacher performance during our Comprehensive Needs Assessment meeting. Student performance is analyzed by using current and trend data by subgroup through the use of common assessments. Data sources include GMAS and school level assessments. A major need within the school is the alignment of reading and math progress monitoring assessments that can be used to inform instruction across levels. The comprehensive needs assessment indicated a need for improvement in academics, curriculum resources for reading intervention, writing professional development for all teachers, and lesson and curriculum design.

Although TCHS is making gains in content mastery our school has struggled academically and continues to perform below the state average on standardized assessments as evidenced on our CCRPI scores. Our gains in content mastery improved by 8.2 points from the 2018 to 2019 school year. However, we are still 14 points below the state average. TCHS uses GMAS scores, teacher recommendations and Lexile scores for formal intervention, but teachers use classroom data in order to provide classroom interventions. Formative assessments need to be ongoing, and more coaching and support is needed in every content area.

Teachers need continued support in the implementation of the Georgia Standards of Excellence. Common planning time within the master schedule has been created to provide teachers time to collaborate on lesson design and instruction, and teachers have been departmentalized in the content areas to have a more deliberate content focus when planning. School based leadership provides support through PLCs to continually review and monitor data and provide relevant professional development.

The instructional priorities for Toombs County High School are focused on increasing the percent of students who meet and exceed expectations on the Georgia Milestones Assessment System, create vertically aligned maps in ELA and math grades 6-12, create common assessments in all academic courses, increasing writing across the curriculum and continue to increase the graduation rate. Toombs County High School has seen principal turnover. With turnover, initiatives have started but consistency in administration has led to inconsistency in instructional initiatives.

The next steps for TCHS would be to provide professional learning to all teachers in literacy instruction and writing across the

curriculum, purchase materials and resources to provide more text in content areas, provide more training for teachers in creating and using formative assessments, provide more time for teachers to work on creating common assessments and vertically aligned curriculum maps.

Content Area	TCHS	State	Gap
Content Mastery	55.4	69.4	-14.00
English Language Arts	60.13	75.22	-15.09
9th Grade Literature	62.66	81.19	-18.53
American Literature	56.72	68.90	-12.18
Mathematics	39.13	63.51	-24.38
Algebra I	37.61	61.21	-23.60
Geometry	40.85	65.88	-25.03

Toombs County High School Literacy Plan

Science	56.10	66.49	-10.39
Biology	56.10	66.81	-10.71
Social Studies	66.39	72.38	-5.99
U.S. History	62.76	72.23	-9.47
Economics	70.97	72.51	-1.54

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Toombs County High School Literacy Plan

GOALS	ACTION	WHO	WHEN	ASSESSMENT
Increase the percentage of students reading on or above the grade level Lexile band as measures by CCRPI	Provide teachers with professional learning regarding standards based instruction	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Classroom walkthroughs/observations
	Create curriculum maps for all EOC areas which include resources and materials focused on literacy.	Classroom teachers, Instructional Coach, Principal	2020-2021 School Year	Completed Maps, Time Sheets
	Create common benchmark assessments with a test design blueprint and common formative assessments for all EOC areas.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Common assessments
	Discussion and review of data analysis during PLCs	PLC Teams, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes
	Increase vocabulary and language development	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory, GA Milestones
	Professional learning to train teachers in	Classroom Teachers,	2020-2021 School Year	Reading Inventory, GA

	effective literacy strategies with a focus on vocabulary strategies	Instructional Coach, Principal		Milestones
Implement school-wide writing program that emphasizes discipline specific content.	Provide professional learning to support the writing initiative school-wide.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes, Writing Samples
	Create common rubrics to use in content area and CTAE classrooms.	Instructional Coach, Principal	2020-2021 School Year	
	Purchase resources for all classes to use in order to increase text across the school.	Instructional Coach, Principal	2020-2021 School Year	Sample of Classroom materials, homework and passages; PLC Minutes
	Provide professional learning and coaching on how to interpret and use the scores to provide ongoing support and feedback for students.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes, Writing Samples
	Develop student portfolios for quarterly and yearly monitoring of progress.	Classroom Teachers, Instructional Coach	2020-2021 School Year	PLC Agenda, PLC Minutes, Portfolio Samples
Provide Literacy interventions for struggling readers and	Purchase a reading program for targeted students that are below	Instructional Coach, Principal	2020-2021 School Year	Meeting Agendas, Purchase Order

Toombs County High School Literacy Plan

writers	grade level as measured on the GMAS and RI.			
	Provide ongoing professional development for the targeted reading program.	Instructional Coach, Principal	Ongoing	Sign-In Sheets, Meeting Agenda
	Monitor student progress through PLC meetings	Classroom Teachers, Instructional Coach	2020-2021 School Year	PLC Agenda, PLC Minutes

Toombs County High School Literacy Plan

School History:

The New Toombs County Middle School was established in 2004. It is a Title I school located in the rural school system of Toombs County in Lyons, Georgia. According to 2017 data, the city of Lyons has a population of 4,297. The median household income is $23,292 per year. The poverty rate for the City of Lyons is 41.4%. Lyons resides in the county of Toombs with a poverty rate of 24.9% and a median household income of $36, 575 (2018). The socioeconomic status is very diverse within the population of our county and community.

Toombs County Middle School (TCMS) currently has two sixth, seventh, and eighth grade four person teams, and one seventh grade two person team. Additionally, TCMS has five Special Education teachers and three paraprofessionals that support instruction in co-taught classrooms as well as two self-contained Special Education classrooms. Finally, TCMS has Connections classes that students attend to receive additional support in reading and math as well as to develop their interests and skills in areas such as Computer Literacy, Keyboarding, STEM, Art, Career Exploration, Agricultural Studies, and Band. Our certified and non-certified staff are all highly qualified.

TCMS has a student population of 685 students, with a 26:1 academic classroom teacher-student ratio with several classrooms that have inclusion support by Special Education teachers and our ESOL teacher. Our ethnic make-up is 18.8% Black, 49.4% White, 26.4% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 4.5% Multi-racial. There are 357 male and 328 female students.

Administrative and Teacher Leadership Team:

TCMS has one administrator/principal and two assistant principals on staff; the school currently has a full-time counselor. The Literacy Leadership Team consists of the principal, assistant principals, school counselor, instructional coach, media specialist, two teachers from each grade 6-8, one Special Education teacher, one gifted teacher, and a representative for ELL. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they

also ensure that the school's mission, vision, values, and goals are sustained at TCMS. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

TCMS values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, two business representatives, two school representatives, and two parents. New members are elected at the beginning of each school year.

Community Assets:

- Toombs Family Connection
- Toombs County Farm Bureau
- Georgia Power Company
- Vidalia Apicultural Services
- Department of Natural Resources

- Scoops
- Hardware Pizza
- Vidalia-Toombs County Library
- Ameris Bank
- Georgia Forestry Resources

Past Instructional Initiatives:

TCMS has been successful at implementing many different instructional initiatives in the past. These initiatives have been put into practice with consistent monitoring and fidelity, and in turn, many of them continue to this present day. Our school has always emphasized the importance of scientific and research-based/validated programs. These initiatives include:
- Differentiated Instruction
- Unit Planning Protocols (UPP)
- Marzano Training

- Professional Learning Communities
- Response to Intervention (RTI)
- Parental Involvement
- READ180
- System44
- Depth of Knowledge Training
- Reading Inventory (RI)
- iReady
- Thinking Maps

Current Instructional Initiatives:

As previously stated, our teachers are implementing most of our previous initiatives. That being said, we realize the need for a deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers are meeting regularly in professional learning/content-level/vertical teams to address these needs; effective instructional planning has been an area of focus for the past few years. Differentiation training has continued is ongoing, and our teachers are gaining a greater understanding of the use of assessments/test analysis and planning for differentiation in the classroom.

Each summer, a group of TCMS teachers, the school principal, and the instructional coach participate in a school-wide "data dig." The group analyzes data related to teacher performance, student performance, test scores, and instructional effectiveness. This information is presented at an initial faculty meeting and goals are set to address the areas of concern. Thus far, these goals have remained at the forefront of all instructional initiatives this year.

Professional Learning Needs:

The needs assessment conducted at TCMS identified many professional learning needs. Most everyone surveyed identified literacy across all content areas as a major concern at this time. Although students receive literacy instruction in ELA classrooms, it is not overtly taught in the other content areas. Furthermore, these teachers have not had adequate training on literacy instruction as it pertains to their curricular area.

Another noted professional learning need is vocabulary strategies. As a result of our increasing English Learners population, many of our students come to school without the vocabulary, language, and schema needed to be successful. Teachers feel that proper training in effective vocabulary instruction/strategies would greatly increase their overall effectiveness with these students. Additionally, many of our students arrive to TCMS from homes where communication (reading, everyday conversation, etc.) is lacking and where cultural experiences are not prevalent.

Furthermore, writing continues to be at the center of all our Professional Learning needs. From genre-specific writing to constructed response, teachers consistently identify writing as a need. Past GA Milestones scores support this and identify writing as a need as well. Argumentative and Narrative writing has been an area of concern since the inception of the GA Milestones assessment. Our teachers would greatly benefit from Professional Learning on argumentative and narrative writing and any writing geared toward extended constructed response. We have not been successful, to this point, at mediating this need in-house.

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Due to the constant cuts in educational funding, our school has been forced to operate under less than ideal circumstances. Our teachers understand the need for professional learning; however, many of these opportunities require registration costs that our system simply cannot afford. Literacy training for all content areas has been identified as an area of concern, yet our teachers would likely have to personally pay the cost of such training.

In addition to funding cuts affecting professional learning, many classroom resource needs continue to be unmet. TCMS has not adopted student texts in several years. Instead, teachers are spending a significant amount of time searching online for resources that are aligned to the Georgia Standards of Excellence to develop units of study. Books/novels were purchased several years ago for ELA teachers to use in their framework units; however, some of our books need to be replaced, and our units updated with new texts and resources.

Furthermore, supplemental resources for our other content area classes to implement and support literacy across all subject areas is a need. As already mentioned, our teachers of other content areas have not had adequate training of literacy and vocabulary instruction and by providing supplemental resources, electronically and print, along with professional learning will enable our other content area teachers to implement researched based literacy strategies and improve students' academic, domain-specific language and their comprehension of informational texts.

TCMS Reading Connections class is a tier 2 intervention for students who demonstrate the need for additional reading comprehension support. Students are selected to participate in this class due to below grade level average scores on the Reading Inventory, GA Milestones, classroom grades, and iReady diagnostic scores. Currently, the Reading Connections class uses Read 180 (R180) and System 44 (S44). Because of the cost of resources and the electronic support needed for this program, our school will not be able to continue to support this programming. This will be a tremendous loss to our students as TCMS students have experienced significant growth with these intervention programs.

As already stated, 41% of our students are considered as living in poverty. Due to budget constraints, our after school and summer school programs no longer exist leaving our students who need additional instructional support to fend for themselves without access to adults who can help them in the area of literacy. Teachers acknowledge the benefits of and the need for sustaining these programs. Students have limited access outside of school to electronic learning platforms as well as other learning opportunities due to economic and transportation limitations. By providing a before or after school program that focuses on literacy and is taught by reading certified teachers, we could provide students who do not have parental support at home, the opportunity for this additional support at school.

Finally, cuts in federal/state spending have put an enormous burden on local funding to pay for diagnostic testing and universal screeners such as iReady and RI. The local budget simply cannot continue to fund these assessments, regardless of their value and

necessity. In addition, TCMS administers content area benchmarks three times a year. Having a testing program would support our teachers in analyzing data and tracking continued growth of student learning and would greatly benefit our students and teachers as it would assist teachers with differentiating instruction in the classroom as well as providing enrichment and remediation opportunities for students. Our technology needs are vast, and our teachers are doing the very best with the limited resources they have in place. We understand the need for technology and the benefits that it can provide for teachers and students; however, because of the continuous changes in technology, it is not something our school system can optimally sustain due to cost.

The L4GA Grant would be a great benefit to our school, but more importantly, to our students. Our GA Milestones data supports the fact that our students continue to grow each year; however, in order to better serve and continue this progress, our school/system needs the necessary training and resources that can be provided through the L4GA Grant to establish and maintain an adequate and comprehensive literacy program in our school/system.

GOALS	ACTION	WHO	WHEN	ASSESSMENT
Increase the percentage of students meeting growth targets on RI and iReady by 3%	Implementation of vocabulary strategies/word studies	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Vocabulary assessments
	Continued implementation of iReady with fidelity.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans Walkthroughs
	Continued implementation of R180 and S44 with fidelity.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans Walkthroughs

	Discussion and review of data analysis during PLCs	PLC Teams, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes
	Inclusion of differentiation documentation in lesson plans based on RI and Benchmark scores	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans
	Targeted remediation and enrichment during weekly Power Hour block based on formative assessments and benchmark data.	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans
	Professional learning to train teachers in effective vocabulary strategies	Outside support, Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	RI iReady Benchmarks GA Milestones
Lexile scores will meet and exceed expected grade level band results on the GA Milestones	Increase vocabulary and language development	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	RI iReady Benchmarks GA Milestones

	Increase texts available for students including library books, periodicals and e-books	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	RI iReady Benchmarks GA Milestones
	Professional learning to train teachers in effective literacy strategies.	Outside support, Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	RI iReady Benchmarks GA Milestones
	Offer extended learning time during school hours	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	RI iReady Benchmarks GA Milestones
	Offer extended learning time before/after school hours.	County office administration	2020-2021 School Year	RI iReady Benchmarks GA Milestones

Improve students' genre writing	Professional learning to train teachers in evidence-based instructional practices	Outside support, Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Professional learning to train teachers on writing consistency across the curriculum	Outside support, Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Offer extended learning time during school hours	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Offer extended learning time before/after school hours.	County office administration	2020-2021 School Year	GA Milestones Work Samples

School History:

Lyons Primary School (LPS) is a Title I school located in Lyons, Georgia. LPS has been named a Beating the Odds School as well as a PBIS Distinguished School. LPS has been accredited with Quality by the Georgia Accreditation Commission. LPS is housed within the city limits of Lyons. Lyons has a population of 4,297. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Lyons, GA is $23,292 per year, while the average income per household for the county is approximately $35,750 per year. The poverty rate for Lyons and Toombs County is 41.4% and 24.4%, respectively.

The building which houses LPS students was first erected in 1992 as Toombs County High School. Lyons Primary School moved into the current building on Bulldog Road in 2016 after the completion of the new TCHS. Before Lyons Primary, all elementary school students were served on North Lexington street at Lyons Elementary School which housed grades pk-5th grades. In 2004, the decision was made to split the school into a primary and upper elementary. Lyons Primary school is currently comprised of grades PK-2nd grade and also houses a preschool intervention program for 3 year-old students with disabilities. The school formally housed a preschool program for migrant 3 year-old students, but because of budget cuts, that program has been dissolved.

LPS currently has five Pre-Kindergarten classrooms, eight Kindergarten classrooms, eight first grade classrooms, and eight second grade classrooms. Each of those grades utilizes a certified special education teacher to serve students with disabilities in the inclusion setting. Additionally, LPS has one self-contained Special Education classroom, an applied behavior analysis classroom for students with autism, and a preschool intervention classroom. LPS also utilizes the services of two speech and language pathologists, a media specialist, a computer lab teacher, and an RTI interventionist. We employee two certified ELL teachers who push into classrooms to serve students who have identified as English Learners. Certified and non-certified staff are certified in-field.

Based on the most current CCRPI report, LPS has a student population of 554 students, with a 16:1 teacher-student ratio. Demographically, 24.4% of students are Black, 39.1% White, 28.6% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 6.8% Multi-racial. 21.1% are English Language Learners, and 17.4% are students with disabilities. 100% of students are economically disadvantaged. There are 293 male and 261 female students.

Administrative and Teacher Leadership Team: (and literacy)

LPS has one principal and one assistant principal on staff. The school currently has a full-time counselor and one full-time instructional coach. The Leadership Team consists of the principal, the assistant principal, the instructional coach, and representatives from each grade and content level. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they also ensure that the school's mission, vision, values, and goals are sustained at LPS. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. Members of the leadership team attend a data retreat each summer to discuss data and to form goals for the school improvement plan. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

LPS also has a team that is solely devoted to literacy improvement. This team consists of the principal, assistant principal, instructional coach, media specialist, and ELA teachers from each grade level. This team meets regularly to discuss strategies, incentives, and interventions to help improve literacy at LPS.

LPS values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, the assistant principal, the instructional coach, teacher representatives, and parent/community representatives. New members are elected at the beginning of each school year.

Comprehensive Literacy Instruction:

 LPS currently houses five prekindergarten classes on its campus. As of now, with exception of our preschool intervention program, (PIP) this is the only access we have to students in the category birth-5. Prek teachers currently are utilizing the "alphamotion" song daily to teach students letter names and letter sounds. Other daily instructional activities are focused on letter recognition, correct letter sounds, read alouds, and other pillars of literacy. LPS's goal is that students in the birth-5 category have a strong foundation of phonemic awareness and phonics once they enter Kindergarten, so that the Kindergaten teachers can begin working beyond those basics. We monitor prek literacy skills by utilizing the PALS Assessment System three times a year.

In addition to the 5 prek classrooms, LPS also houses grades K-2 on its campus. Students leave us in 3rd grade and feed into Lyons Upper Elementary School (LUES). It is the job of LPS and its teachers to create strong foundations that ensure students can read on grade level when they reach LUES. Comprehensive literacy instruction is of the utmost importance because the final goal of the instruction is text comprehension and written expression. LPS believes that it is imperative that all teachers grades K-2 work together to ensure students are receiving each piece of the instruction including phonemic awareness, phonics and spelling, syntax, morphology, vocabulary, and text comprehension and written expression.

Students in grades K and 1 receive phonemic awareness and phonics instruction utilizing the Cindy Cupp Reading Program. At the second grade level, teachers are using the Walpole/McKenna Differentiated Instruction Box and plan to continue. Teachers begin working on compression strategies, spelling, and writing as early as Kindergarten, and those concepts progress each year. At this point, LPS is aware that there is a need for better vocabulary instruction and plans to being incorporating more within classrooms as well as school-wide initiatives such as word walls, word of the day, etc. Teachers have begun working in vertical alignment sessions amongst our school as well as with teachers in 3rd grade at LUES. There are plans to continue this effort in order to ensure that comprehensive literacy instruction continues and meshes well throughout student transitions.

Kindergarten students are assessed by the Georgia Kindergarten Assessment "GKIDS." To monitor comprehensive literacy instruction, students will be assessed utilizing the following assessments: DIBELS, iready reading diagnostic, Reading Inventory, Reading Foundations, and common ELA benchmarks. Data from these assessments will be compiled and analyzed to determine instructional effectiveness.

Community activities are planned in coordination with LPS Parent Teacher Organization (PTO) as well as Toombs County Family Connection (TCFC). LPS plans to continue these efforts by hosting literacy nights where students come, enjoy a night of reading, activities, and fun and also receive free books. LPS also plans to host BINGO for Books where students and parents play BINGO to win reading materials. These events are completely free for the public and are completely funded by TCFC and LPS PTO. These events are open to all children, not just LPS students, therefore we are able to meet a wide variety of children including those in the birth-5 category. Many occasions we have younger siblings of our students come to these events, and it is a great way to being introducing those students to school-based literacy.

Literacy assessments such as DIBELS, Reading Inventory, Reading Foundations, common benchmarks, i-ready diagnostics and progress monitoring will be used to monitor student progress.

Evidence-Based Practices:

In order to ensure students at LPS are receiving the best possible instruction, great lengths will be taken to choose evidence-based practices and activities. Before choosing, LPS will gather data from the most current comprehensive needs assessment and will survey teachers and families to determine needs of students at LPS. After that, the literacy team that includes school administration will research practices and activities to ensure validity. All instructional practices and activities at LPS will have a sound data-driven approach.

Student Intervention Identification and Monitoring

Students will be identified for literacy interventions utilizing classroom data that reveals the student is performing below grade level expectations. Also, students who fall into the at-risk category as measured by i-ready will be served interventions. Currently, LPS has one full-time literacy interventionist, however, there are more students that data reveals could be served. Right now, we are having the interventionist as well as the instructional coach pull students who are barely below grade level in hopes of increasing comprehension skills, however, because of time and limited personnel, we are not able to serve all students who would benefit. If granted, adding another part-time interventionist would allow us to add more students to this group and improve overall literacy for our school. Students will be progress monitored every other week utilizing the i-ready program to determine the success of their interventions.

Resource Needed	Measurement	Materials/Technology	Personnel
Part-time Birth-5 Interventionist	Letter/Sound identification before Kindergarten	• Funding to pay salary of the interventionist (49%)	One teacher certified early childhood with reading as a specialty.
Part-time K-2 Interventionist	DIBELS/Reading Inventory Scores	• Funding to pay salary of the interventionist (49%-51%) • DIBELS and Reading Inventory Assessments	One teacher certified early childhood with reading as a specialty.
Reading Based Incentive/Intervention Programs • Reading Counts • Moby Maxx • I-ready Reading	Reading Foundations Data Reading Inventory Data i-ready Diagnostic/progress monitoring data	Technology • E-readers • Chromebooks • Chrome bases	No additional personnel needed.
Lexile Appropriate reading materials	Reading Counts points earned/percentage accuracy	• E-readers • E-books • Hardcopy library books	No additional personnel needed
Cindy Cupp Reader Reproducibles	• Cindy Cupp Monthly Data • DIBELS/Reading Inventory Scores	• CC Readers	No additional personnel needed
Professional Learning for the following areas of weakness • Writing • Depth of Knowledge • Unit Planning • Assessment	End of year data monitoring student growth.	• Funding to pay trainers • Funding for travel • Funding for registrations	No additional personnel needed

School History:
Toombs Central Elementary School (TCES) is a Title I school located in Lyons, Georgia. TCES has had the honor of being recognized in the past as a Title I Distinguished School. The city of Lyons has a population of 4,297. The socioeconomic status is very diverse within the population of our community. The average income per household for the citizens of Lyons, GA is $23,292 per year, while the average income per household for the county is approximately $35,750 per year. The poverty rate for Lyons and Toombs County is 41.4% and 24.4%, respectively. The building which houses TCES students was first erected in 1955 (Toombs Central School) and was comprised of grades 1 – 12. In 1982, the school began a half day program for Kindergartners; in 1985, Kindergarten became a full day program. The last graduating class from Toombs Central School occurred in 1987. The following year (1988), grades 9 – 12 consolidated with Lyons High School. In 1992, grades 6 – 8 consolidated with Lyons Junior High School, and Toombs Central officially became Toombs Central Elementary School (TCES K-5). TCES added its Pre-K program in 1993 and has since been operating as a Pre-K – 5 school. TCES currently has three Pre-Kindergarten classrooms, four Kindergarten classrooms, four first grade classrooms, four second grade classrooms, four third grade classrooms, four fourth grade classrooms, and four fifth grade classrooms. Additionally, TCES has three co-taught Special Education classrooms and one self-contained Special Education classroom. Our certified and non-certified staff are all highly qualified. TCES has a student population of 544 students, with a 16:1 teacher-student ratio. Our ethnic make-up is 5.4% Black, 67.2% White, 24.5% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 2.8% Multi-racial. There are 252 male and 292 female students.

Administrative and Teacher Leadership Team:

TCES has one administrator/principal on staff; the school currently has a full-time counselor. The Literacy Leadership Team consists of the principal, the instructional coach, media specialist, one computer lab personnel, one teacher from each grade K-5, one Special Education teacher, one gifted teacher, and a representative for ELL. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they also ensure that the school's mission, vision, values, and goals are sustained at TCES. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

TCES values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, 2 business representatives, 2 school representatives, and 2 parents. New members are elected at the beginning of each school year.

Community Assets:

• Toombs County Sheriff's Department	• Scoops
• Toombs Family Connection	• Hardware Pizza
• Southern Nuclear Company	• Pittman Farms
• Rocky Creek Baptist Church	• Cowart Farms
• Cedar Crossing Baptist Church	• Beasley Farms
• Cedar Crossing Church of God	• Salgado Harvesting
• Lyons First Baptist Church	• Jan's Fried Chicken
• Lyons First Baptist Church	• Peterson's Dermatology
• Sacred Heart Catholic Church	• T98

Past Instructional Initiatives:

TCES has been successful at implementing many different instructional initiatives in the past. These initiatives have been put into practice with consistent monitoring and fidelity, and in turn, many of them continue to this present day. Our school has always emphasized the importance of scientific and research-based/validated programs. These initiatives include:

- Differentiated Instruction
- Reading Mastery Plus
- Lexile Training
- Unit Planning Protocols (UPP)
- Writing Across the Curriculum
- School Writing Plan
- Marzano Training
- Professional Learning Communities
- Response to Intervention (RTI)
- Parental Involvement
- Measures of Academic Progress (MAP)
- Depth of Knowledge Training
- STEEP Testing
- DIBELS
- Reading Inventory (RI)
- i-Ready
- Explicit Vocabulary Instruction
- Extended Intense Phonics Instruction
- Accelerated Reader
- Lexiled Media Center

Current Instructional Initiatives:

As previously stated, our teachers are implementing most of our previous initiatives. That being said, we realize the need for a deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers are meeting regularly in professional learning/content-level/vertical teams to address these needs; effective instructional planning has been an area of focus for the past few years. Differentiation training has continued to be ongoing, and our teachers are gaining a greater understanding of the use of assessments/test analysis and planning for differentiation in the classroom.

Each summer, a group of TCES teachers, the school principal, and the instructional coach participate in a school-wide "data dig." The group analyzed data related to teacher performance, student performance, test scores, and instructional effectiveness. This information was presented at an initial faculty meeting and goals were set to address the areas of concern. Thus far, these goals have remained at the forefront of all instructional initiatives this year.

Professional Learning Needs:

The needs assessment conducted at TCES identified many professional learning needs. Most everyone surveyed identified literacy across all content areas as a major concern at this time. Although students receive literacy instruction in ELA classrooms, it is not overtly taught in the other content areas. Furthermore, these teachers have not had adequate training on literacy instruction as it pertains to their curricular area. Additionally, our SPED and EL teachers identified literacy instruction as a relative weakness for them and listed this as a pervasive need in their classrooms.

One noted professional learning need is vocabulary strategies. As a result of our increasing English Learners population, many of our students come to school without the vocabulary, language, and schema needed to be successful. Teachers feel that proper training in effective vocabulary instruction/strategies would greatly increase their overall effectiveness with these students. Additionally, many of our students arrive to TCES from homes where communication (reading, everyday conversation, etc.) is lacking and where cultural experiences are not prevalent.

Furthermore, writing continues to be at the center of all our Professional Learning needs. From genre-specific writing to constructed response, teachers consistently identify writing as a need. Past GMAS scores support this and identify writing as a need as well. Narrative writing has been an area of concern since the inception of the Georgia Milestone assessment. Our teachers would greatly benefit from Professional Learning on narrative writing and any writing geared toward extended constructed response. We have not been successful, to this point, at mediating this need in-house.

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant:

Due to the constant cuts in educational funding, our school has been forced to operate under less than ideal circumstances. Our teachers understand the need for professional learning; however, many of these opportunities require registration costs that our system simply cannot afford. Literacy training for all content areas has been identified as an area of concern, yet our teachers would likely have to pay the cost of such training out of their own pockets.

Our school has been fortunate enough not to furlough teachers at this time; however, this has come at the expense of many classroom resource needs. TCES has not adopted student texts in several years, and our Social Studies and Science teachers are using, as much as possible, texts that are outdated and not aligned with current state standards. Our ELA teachers have purchased books/novels to use in their framework units; however, we will soon need to purchase new books to replace these older ones – our school currently has no money to do this. As a result of budget constraints, our after school and summer school programs have been completely cut out. Teachers acknowledge the benefits of and the need for sustaining these programs.

Cuts in federal/state spending have put an enormous burden on local funding to pay for diagnostic testing and universal screeners such as DIBELS and Reading Inventory. The local budget simply cannot continue to fund these assessments, regardless of their value and necessity. Our technology needs are vast, and our teachers are doing the very best with the limited resources they have in place. We understand the need for technology and the benefits that it can provide, yet our system simply cannot afford to provide these needs.

We pride ourselves with being student-focused and data-driven; however, the impact of our current economic crisis directly affects

our ability to maintain this vision. The L4GA Grant would be a great benefit to our school, but more importantly, to our students. Furthermore, it would provide the necessary training and resources to establish and maintain an adequate and comprehensive literacy program in our school/system.

GOALS	ACTION	WHO	WHEN	ASSESSMENT
Increase the percentage of students meeting growth targets on both DIBELS and RI by 5%	Implement differentiated homework passages based on DIBELS and RI Lexile scores	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	DIBELS Next Reading Inventory (RI) Homework Samples
	Continued implementation of vocabulary strategies/word studies	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Vocabulary assessments
	Implementation of systematic K-5 phonics instruction/ K-3 sight word instruction during ELA block	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Walkthroughs
	Discussion and review of data analysis during PLCs	PLC Teams, Instructional Coach, Principal	2020-2021 School Year	PLC Agenda, PLC Minutes
	Inclusion of differentiation documentation in lesson plans based on RI and DIBELS scores	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Lesson Plans

	Use certified teacher in computer lab to guide assessment for RI, DIBELS, i-Ready and provide supplemental services	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	DIBELS Next Reading Inventory (RI) i-Ready
Lexile scores will meet and exceed expected grade level band results on the GA Milestones	Increase vocabulary and language development	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
	Increase texts available for students including library books, periodicals and e-books	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
	Professional learning to train teachers in effective literacy strategies with a focus on vocabulary strategies	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	Reading Inventory i-Ready GA Milestones

	Offer extended learning time	County office administration	2020-2021 School Year	Reading Inventory i-Ready GA Milestones
Improve students' genre writing	Professional learning to train teachers in evidence-based instructional practices	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Professional learning to train teachers on writing consistency across the curriculum	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples
	Offer extended learning time	Classroom Teachers, Instructional Coach, Principal	2020-2021 School Year	GA Milestones Work Samples

School History:

For many years, students residing in the city limits of Lyons attended Lyons Elementary School from Kindergarten through 5th grade. As the student population increased, it was determined that the school would be restructured to create two new elementary schools. The campus of Lyons Elementary School was split in 2003, establishing Lyons Upper Elementary School (LUES) to serve grades 3-5. LUES moved to its present location in 2007.

There are currently 473 students attending LUES. The faculty and staff support the school motto of Being Better Together and incorporate our PBIS DAWGS expectations of **D**oing our best, **A**cting responsibly, **W**orking together, **G**etting involved, and **S**howing respect on a daily basis. A Title I school earning a 5-Star School Climate rating for the past four years, LUES has also been honored as a Beating the Odds school for four of the past five reported years.

The student population of LUES is 55% male, 45% female, 27% Hispanic, 23% black, 42% white and 8% other ethnicities. Our poverty rate is 100% (using the Title I Community Eligibility Option). Response to Intervention services are provided for 27% of our students, while 5% receive gifted services. Approximately 18% of our students are special needs, 8% are migrant, and 22% are English Learners (including EL-M). Our special needs students are served through inclusion and resource classes. We utilize the push-in model to serve our EL population. Eligible students receive speech and we contract to offer occupational and physical therapy services. We provide 9 EIP reading/ELA classes, one special education resource classroom, and one autism classroom.

LUES employs a certified staff of 44 and a supporting staff of 10. We have 26 regular education teachers, 6 special education teachers, 1 gifted teacher, and 1 ESOL teacher. We retain a PE coach, media specialist, computer lab teacher, speech therapist, RTI interventionist, and instructional coach. We utilize the services of a counselor, part-time music teacher, art teacher, and part-time nurse. LUES operates under the leadership of a principal and an assistant principal and have access, as needed, to a school resource officer. The certified staff of LUES is committed to educational advancement, with 23% holding a specialist degree and 52% a masters. Four members of the staff are certified in educational leadership. Additionally, the certified staff includes 3 teachers with media/instructional technology certifications, 3 with endorsements in reading, 4 with ESOL endorsements, and 5 with gifted endorsements.

Lyons Upper Elementary School Literacy Plans

Knowing that literacy instruction is fundamentally instrumental to success both in school and in the workplace, LUES is committed to enhancing a school-wide program where all teachers incorporate engaging, effective strategies to build a student's comprehension, writing skills, and overall skills in communication. We incorporate writing across the curriculum as well as integrate John Hattie's and Robert Marzano's high-impact instructional practices within each classroom.

Administrative and Teacher Leadership Team:

The LUES Literacy Leadership Team members are selected by peers to serve on the team annually. The team members have an active interest in literacy improvement on campus and functions as a professional learning community by focusing actions and conversations on learning. Every content area and department are represented on the team to ensure school-wide input and buy-in. The Literacy Leadership Team meets monthly and as needed to review academic and instructional issues as well as discuss issues related to school culture. Minutes from the meeting are shared with staff members and additional feedback on initiatives is provided during school professional learning communities and faculty meetings. Team members are encouraged to gather feedback and report back to the leadership team to ensure that all members of LUES have input on decisions made for the school. Team members include the principal, assistant principal, instructional coach, current teacher of the year, media specialist, connections teacher, RTI interventionist, ESOL teacher, gifted teacher, special education teacher, and a representative from each grade level.

LUES also has a school council which meets quarterly. The school council serves as a governing body over the school and is comprised of both school employees and community members. School concerns are presented to the school council as well as the school leadership team for review and consideration.

Lyons Upper Elementary School Literacy Plans

Community Assets:

In order for LUES to continue to improve, we must utilize our community assets. Although there are not many businesses in the city of Lyons, we are fortunate to be adopted by a local church, Lyons Faith Assembly of God. When the Toombs County 21st Century After School Program failed to receive funding for FY20, the school board and other community partners decided to locally fund the Toombs County After School (TCAS) Program in which our students receive academic assistance, enrichment, and counseling/social skills. LUES teachers communicate regularly with the after school teachers to enhance reading and math instruction for students and to provide needed literacy support for students. Toombs Family Connections works to support the mentor program for students at LUES through recruitment and scheduling; in addition, Toombs Family Connection staff members have worked with the community to organize volunteers to support reading and attendance initiatives at LUES.

LUES is in the process of continuing to strengthen relationships with community organizations such as:

- BB&T Bank
- Brewton Parker College
- Georgia Southern University
- Lyons Faith Assembly of God
- Lyons Lions Club
- Lyons Police Department
- Meadows Sleep Center
- Million Pines Community Bank
- Natural Touch Carpet Cleaning
- Parker's
- People's Bank
- Toombs County Extension Service
- Toombs County Family Connections
- Toombs County Farm Bureau
- Toombs County Retired Teachers Association
- Toombs County Sherriff's Department

Past Instructional Initiatives:

Teachers at LUES believe in utilizing research-based instructional initiatives to impact student learning. Previous training to address and support student achievement has included:

Lyons Upper Elementary School Literacy Plans

- Accelerated Reader
- Assessment Literacy
- Balanced Literacy
- Common Unit Planning Protocols
- Co-Teaching Strategies
- Depth of Knowledge
- DIBELS
- Differentiated Instruction
- i-Ready Reading and Math
- John Hattie's Visible Learning Effect Size
- Lexile Training
- Phonics Instruction

- Professional Learning Communities
- Reading Inventory
- Reading Mastery
- Response to Intervention
- Robert Marzano's Nine Instructional Strategies for Effective Teaching and Learning
- Standards Based Classrooms
- Statewide Longitudinal Data System (SLDS)
- System 44
- Thinking Maps
- Vocabulary Instruction
- Writing Across the Curriculum

Current Instructional Initiatives: 390

Most of the successful instructional initiatives currently being implemented at LUES are job-embedded. LUES integrates professional learning from RESA and contracted consultants to improve the rigor and relevance of the instructional methods and materials presented to students. Teachers are blending technology into their daily classroom lessons to facilitate the successful implementation and student understanding of the standards.

Content level, grade-level, and vertical-level PLCs occur regularly to determine strategies which will build students' abilities to approach learning with rigor, endurance, and higher levels of questioning and thinking. Teachers work collaboratively to analyze data to strengthen learning across the curriculum.

Lyons Upper Elementary School Literacy Plans

LUES implements a balanced literacy framework that includes read-alouds, guided reading, shared reading, and independent reading components. The writing workshop is utilized to instruct students through mini-lessons, writing, conferencing and sharing. Thinking Maps are incorporated into all subjects to help students reach higher levels of critical and creative thinking.

Students receive supplemental instruction through i-Ready and Moby Max. Students receive a minimum of 45 minutes per week of individualized instruction through i-Ready reading and math. Moby Max is used for additional grade-level instruction in all academic subjects.

Phonics Inventory, Reading Inventory, and i-Ready are used in conjunction with classroom assessments to identify students who need specific interventions. System 44 and Reading Mastery are used as intensive interventions for students who are in need of phonemic instruction. Students scoring below basic on the Reading Inventory are given the Phonics Inventory and placed into System 44 if they qualify. Students demonstrating a deficit but scoring too high to enter System 44 are supported through i-Ready. Students in RTI are provided an additional hour of instruction daily during connections time and progress monitoring is conducted weekly. All data points are maintained on a spreadsheet and the data is used to determine if interventions are successful or if additional initiatives are needed. The RTI process could be improved by employing additional staff members to provide more intense small group instruction. Reading Inventory and i-Ready assessments/diagnostics are completed 3 times per year. The school RTI coordinator monitors all intervention data weekly and organizes monthly meetings with teachers and parents on Tier 2 and 3 students.

Books in the media center have been assigned a corresponding Lexile level and have recently been reorganized by genre. Accelerated Reader is used to help students track their reading progress.

Professional Learning Needs:

Engaging teachers in high quality professional learning which encompasses a deep understanding of their subject area, knowledge of how students learn specific subject matter and a range of both strategies and practices that support student learning is the most successful way to improve teacher effectiveness. All teachers and administrators are surveyed annually for their personal

professional learning needs. Professional learning activities are on-going, both general and content-specific, and job-embedded. Staff members actively participate in PLCs on campus weekly during planning times; PLCs provide staff members with the most current research-based instructional strategies, behavior management techniques, and data analysis. Weekly collaboration assists our teachers in ensuring consistent quality instruction. Vertical meetings aid in increasing the instructional quality, rigor, and challenge for all students. Consultants are needed to provide ongoing balanced literacy block support for classroom teachers and support staff.

With nearly 1 in 5 students identified as ESOL (EL/EL-M) along with our 100% poverty rate, vocabulary and background knowledge are substantial areas of weakness throughout our student population. Many of our students have extremely limited access to reading materials outside of the school. A significant number of our students do not live in homes where communication skills are enhanced or life experiences boost academic knowledge.

Literacy impacts every aspect of learning. Teachers of subjects other than ELA have not routinely received sufficient literacy instruction. As a school, we need tools and assessments that will continue to guide us in determining the root causes of why our students are struggling with reading accuracy, fluency, comprehension, and writing. We need support in efficiently exploring instruction in reading and writing skills and concepts, and learning to effectively integrate these skills into the teaching of other subjects beyond the ELA classroom walls.

Need for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant: 542

Spring 2019 Georgia Milestones End-of-Grade ELA Assessment performance data indicates that LUES students show deficiencies in many literacy areas.

Scoring proficient (levels 3 and 4)	41% - 3rd 27% - 4th

Lyons Upper Elementary School Literacy Plans

	28% - 5th
Reading below grade level	29% - 3rd
	50% - 4th
	40% - 5th
Needing remediation in reading and vocabulary	59% - 3rd
	70% - 4th
	71% - 5th
Needing remediation in writing and language	52% - 3rd
	67% - 4th
	66% - 5th

As students move from primary school (K-2) to elementary (3-5), their focus changes from learning to read to being able to both read for pleasure and "read to learn" within all content areas.   Elementary students must be able to read fluently and comprehend what they have read. Our teachers recognize that literacy is the foundational block for college and career readiness. With budget cuts and diminished financial resources, LUES will struggle to have the resources needed to continue to build literacy in the school. In addition to programs and professional learning that address identified problems, teachers will need additional resources to address the root of reading problems. Success will be measured through many methods, incorporating students' reading habits, attitudes, writing and comprehension.

Many of our students are from homes with little exposure to literature or written media. With inadequate resources and restricted access to technology outside of school, there is limited opportunity for our students to expand their experiences in this technologically advancing culture. Students need exposure to a vast array of mediums to overcome a depressed vocabulary and become literate in today's society. Classrooms must continue to be equipped with appropriate technology to ensure that students are engaged, interactive, motivated and prepared to meet academic standards. It is imperative to have more text complexity within each classroom as well as classroom libraries rich in non-fiction materials. School media centers need additional funding in order to meet student literacy demands.

Instructional programs have become one of the casualties of our district budgetary constraints. We are extremely limited in the resources we are able to purchase and the professional learning we are able to attend within and outside of the system. LUES

needs funding to ensure that teachers have access to professional learning which will enhance instruction, implement new literacy practices, and strengthen current strategies and practices to guarantee language-rich classrooms. Literacy software and supplemental materials are critical to the implementation and advancement of school-wide literacy; the additional funding received through the L4GA grant will assist with the continued use of these resources.

Our student demographic data shows the need for additional staff to address student needs. One ESOL teacher is currently serving 103 students identified as EL and EL-M; students would benefit from an additional ESOL teacher. We currently have 128 students receiving RTI services; two full-time interventionists would better address the needs of these students.

We believe that the L4GA Grant will provide funds necessary to ensure that students obtain the foundational skills needed to become skilled readers and writers, as well as become more proficient in the content skills and vocabulary required of math, science, and social studies; the ultimate goal of the teachers at LUES is to help students grow as learners and be better able to meet the ever-evolving literacy demands of the 21st century.

GOALS	ACTION	WHO	WHEN	ASSESSMENT
Increase the percentage of students meeting growth targets on RI by 3%	Implement differentiated homework passages based on RI Lexile scores	Teachers Instructional Coach (IC) Principal	2020-2021	Reading Inventory (RI) Homework Samples
	Implementation of vocabulary strategies/word studies	Teachers IC Principal	2020-2021	Vocabulary assessments Lesson Plans

Lyons Upper Elementary School Literacy Plans

	Implementation of phonics/sight word instruction during ELA block and targeted intervention time	Teachers Interventionist IC Principal	2020-2021	Walkthroughs System 44 Phonics Inventory (PI) Lesson Plans
	Analyze and discuss data during PLCs	PLC Teams IC Principal	2020-2021	PLC Agenda PLC Minutes
	Documentation of differentiation in lesson plans based on RI scores	Teachers IC Principal	2020-2021	Lesson Plans
Increase the percent of students reading on grade level by 3% (as measured by RI)	Increase vocabulary and language development	Teachers IC Principal	2020-2021	RI i-Ready System 44 PI
	Increase texts available for students including library books, periodicals and e-books	Teachers IC Principal	2020-2021	RI i-Ready System 44
	Professional learning on effective literacy strategies	Teachers IC Principal	2020-2021	RI i-Ready
Increase the percentage of students scoring proficient (levels 3 & 4) on the GMEOG by 3% schoolwide	Continued implementation of literacy across the curriculum	Teachers IC Principal	2020-2021	i-Ready GMEOG Common Benchmarks Lesson Plans

Lyons Upper Elementary School Literacy Plans