

# Application: Butts County Daughtry Elementary

Fran Dundore - dundoref@bcssk12.org  
L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000130  
**Last submitted:** Feb 10 2020 03:08 PM (EST)

## District Profile

**Completed** - Feb 10 2020

## District Profile

### District Name

Butts County Schools

### District Contact Information

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

Name	Fran Dundore
Position	Director of Teaching & Learning
Email	<a href="mailto:dundoref@bcssk12.org">dundoref@bcssk12.org</a>
Phone	770-504-2300

### Grant Fiscal Agent MOU

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

[Fiscal Agent MOU.pdf](#)

**Filename:** Fiscal Agent MOU.pdf **Size:** 270.4 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.

[GaDOE Conflict of Interest and Disclosure Policy.pdf](#)

**Filename:** GaDOE Conflict of Interest and Disclosure Policy.pdf **Size:** 241.7 kB

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### Previous Grantee

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

no

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### Growing Readers

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

no

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### Get Georgia Reading

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

## L4GA 2019 Full Application

Completed - Feb 10 2020

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

## **L4GA 2019 Grant Application**

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

All files uploaded files should be .pdf.

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

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**Please Upload:**

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

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

**15 Points**

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[ButtsCountyNarrative.pdf](#)

**Filename:** ButtsCountyNarrative.pdf **Size:** 99.7 kB

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**Please Upload:**

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

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

**10 points**

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[ButtsCountyMgtPlan.pdf](#)

**Filename:** ButtsCountyMgtPlan.pdf **Size:** 57.0 kB

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**Please Upload:**

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

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

#### **10 points**

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

#### **B-5**

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

Analysis of:

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

#### **K-12**

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[ButtsCountyNeedsRoot.pdf](#)

**Filename:** ButtsCountyNeedsRoot.pdf **Size:** 681.4 kB

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**Please Upload:**

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

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

**10 points**

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[ButtsCountyProjGoals.pdf](#)

**Filename:** ButtsCountyProjGoals.pdf **Size:** 84.1 kB



**Please Upload:**

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

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

**10 points**

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

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

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

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

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

[ButtsCountyDataAnalysis.pdf](#)

**Filename:** ButtsCountyDataAnalysis.pdf **Size:** 809.7 kB

**Please Upload:**

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

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

**10 points**

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

Plan for engaging LEA-Partners with Professional Learning offerings:

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

[ButtsCountyPL.pdf](#)

**Filename:** ButtsCountyPL.pdf **Size:** 48.0 kB

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**Please Upload:**

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

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

## 10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[ButtsCountyResources.pdf](#)

**Filename:** ButtsCountyResources.pdf **Size:** 57.5 kB

## **Please Upload:**

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

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

#### **unscored**

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

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

Notes:

#### **Unallowable Expenditures**

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

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

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

[ButtsCountyBudget.pdf](#)

**Filename:** ButtsCountyBudget.pdf **Size:** 53.6 kB

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**Please Upload:**

**DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf**

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

[ButtsCountyAppendixA.pdf](#)

**Filename:** ButtsCountyAppendixA.pdf **Size:** 52.7 kB

[ButtsCountyAppendixB.pdf](#)

**Filename:** ButtsCountyAppendixB.pdf **Size:** 2.4 MB

## School Profile

**Completed** - Feb 10 2020

## B5 Project/School Profile

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

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## B5 Project/School Information

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

System Name	Butts County School System
School or Center Name	Hampton L. Daughtry Elementary School
System ID	618
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

40

## Number of Paraprofessionals or Teaching Assistants in School

15

## Principal or Director

Name	Brentius Watts
Position	Principal
Email	<a href="mailto:brentius.watts@bcssk12.org">brentius.watts@bcssk12.org</a>
Phone	770-504-2356

## L4GA 2019 School Contact

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

Name	Brentius Watts
Position	Principal
Email	<a href="mailto:brentius.watts@bcssk12.org">brentius.watts@bcssk12.org</a>
Phone	770-504-2356

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### Please Upload:

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

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

15 points

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

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

### **[LiteracyPlanDaughtryElementary](#)**

**Filename:** LiteracyPlanDaughtryElementary.pdf **Size:** 519.0 kB



## Butts County School System – Daughtry Elementary School Literacy Plan

### School History

At Daughtry Elementary, we believe that “Everyone Here Will Learn!” In fact, that statement is so important to us that we have it plastered on the wall in the front hall of the school. The leadership team at Daughtry Elementary recognizes the importance of making the school’s mission, vision, and purpose clear to all stakeholders so that we know, at all times, where we are headed and why. Daughtry Elementary proudly serves 540 students in grades Pre-K-5. DES student demographics are 31.7% Black, 7.4% Hispanic, 3.0% Multi-Racial, and 57.4% White. Our school is part of a Title I system. BCSS is a Community Eligibility Provision (CEP) system, and we are considered 100% Economically Disadvantaged; therefore, we do not have individual applications to determine eligibility for Free/Reduced lunch.

### Administrative and Teacher Leadership Teams

Daughtry Elementary School is led by Principal Brent (Brentius) Watts and Assistant Principals Tracey Allen. All administrators hold advanced degrees in educational administration. The school is also supported by instructional coach, Meg Bobbitt. The School Core Leadership Team is comprised of teachers and leaders who lead the implementation and measurement of the success of the school literacy plan and improvement process. This Leadership Team disseminates information to the faculty from their meetings and receives input and information to present back to the leadership team.

### Community Assets

Daughtry Elementary School is proud to have community support from a variety of sponsors and partners in education. We have an active school council made up of teachers, community members, and parents who support our initiatives and provide feedback on our improvement plans. As a result of the work of the district’s Literacy Task Force, we are continuing to build partnerships with our early learning centers, community churches, the public library, and Gordon College. These combined efforts will support our school and our school families, many of whom live in isolated, rural areas and do not have access to texts (print or digital) outside of the school day. We also have a Parents as Educator (PAT), Ms. Sheryl Warner, who is employed to support our Early Learning Collaborative. Ms. Warner works with our families to support early literacy efforts by supporting and engaging their parents and caregivers through a formal system of support and innovative solutions.

### Need for the Grant

Students at DES continue to fall behind their academic peers at both the state and national levels. Though the most recent achievement data from the Georgia Milestones indicates that we are making progress in student achievement – and we are very proud of that- our overall data still shows low growth and gaps in performance for all students. Data also indicates that the distance between our subgroup performance and that of the state is still far too wide.

# Butts County School System – Daughtry Elementary School Literacy Plan

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?		<b>56.4</b> +0.9
HOW DID THE DISTRICT AND STATE PERFORM?		
DISTRICT SCORE		56.5
STATE SCORE		67.6
HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?		
ENGLISH LANGUAGE ARTS <small>100.00% Participation Rate</small>		57.67  +6.50
MATHEMATICS <small>100.00% Participation Rate</small>		61.95  +1.39
SCIENCE <small>100.00% Participation Rate</small>		45.46  -9.68
SOCIAL STUDIES <small>100.00% Participation Rate</small>		46.75  -6.93

## HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

### SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

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

### LEGEND

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

## HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

### ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

### PROGRESS LEVELS

### SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	27.61%	14.18%	20.15%	38.06%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	32.56%	23.26%	16.28%	27.91%
HISPANIC	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE	29.49%	10.26%	20.51%	39.74%
ECONOMICALLY DISADVANTAGED	27.61%	14.18%	20.15%	38.06%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	58.82%	5.88%	5.88%	29.41%

## Butts County School System – Daughtry Elementary School Literacy Plan

### **Goal Area 1: Community Partnership**

**Daughtry Elementary is committed to increase literacy throughout the county by building a partnership with our Early Learning Programs and implementing best practices/procedures with fidelity.**

Concern: There is a substantial need to collaborate with our Early Learning Centers to develop a consistent approach to literacy.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that: Per the Needs Assessment, Daughtry Elementary is in the Emerging Category for Building Block 1: Community Partnerships. Although, we meet with various Community Organizations, we have not developed consistent meeting schedules that we are committed to.

#### Current Practices:

List here what we are already doing to address this need:

- Our Young Men of Distinction Club is community sponsored. These young men meet once a month and their focus is to participate in various Community Service Activities throughout Butts County. This organization is sponsored by Towaliga County Line Baptist Church.
- Daughtry Elementary invited to local library to Literacy Night. This provided students the opportunity to sign up for a library card instantly.
- Daughtry Elementary School will host “Student Led Conference during the month of February. During this time, parents and students will have the opportunity to sit down with teachers and students will be charged with articulating their goals and progress thus far this school year.
- McIntosh Trail Early Learning Center is meeting with our Principal and Kindergarten Team to assist with bridging the gap between Pre-K and Kindergarten. Hopefully, this will help make the transition smoother.
- Students have the opportunity to participate in Good News Club. A local church visits the school once a week to assist students with building confidence and work with students on being kind.
- Students participate in tutoring one day a week at First Baptist Church. Students are bused to this church(by BCSS). While there, students have receive free tutoring and have dinner.
- 4-H hold monthly meetings to encourage students to think critically and they teach students the importance of giving back to the community as well. This is program for our 5<sup>th</sup> grade students.
- Our local Butts County Counseling System stand ready to assist us with student social/emotional needs throughout the day.
- We have a Parent Education that goes into homes and provide support to parents who have students that have not started kindergarten. This is an effort to help prepare students for kindergarten.
- We have a Literacy Focus Team who has been charged with focusing on implementing best practices with literacy and to plan various literacy functions throughout the school.

#### We Plan to Implement:

## Butts County School System – Daughtry Elementary School Literacy Plan

- Daughtry Elementary will expand the Literacy Focus Team. As of now, the Literacy Focus Team is solely focused on best practices within the school. This Focus Team will now expand into the community and reach out to our Early Learning Daycare Centers to help with bridging the gap.
- Daughtry Elementary hosts Literacy night twice a school year. Moving forward, Literacy Night will be open to the entire community.
- Daughtry Elementary will develop a specific calendar that will provide opportunities for kindergarten teachers to collaborate with Early Learning Centers on a consistent basis.
- Daughtry Elementary will reach advertise upcoming Literacy Events in the Local Jackson Progress Argus to encourage the community to attend.

### Measurable Outcomes:

- Sign In Sheets
- Feedback Forms
- Newspaper Articles
- Invites to parents and Community

### **Goal Area 2: Engaged Leadership**

**At Daughtry Elementary School, administrators and teachers will continue to be laser focused on implementing evidence-based literacy instruction and will continue to monitor progress towards desired outcomes.**

Concern: Describe your concerns as they relate to this goal.

At Daughtry Elementary School, there is a need for administration to work with the Literacy Focus Team to focus more on literacy instruction throughout the building. There is also a need to incorporate community representatives on this team.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that: According to the school's comprehensive needs assessment conducted at Daughtry Elementary, cross disciplinary teams need to meet to examine student work and to collaborate on the improvement of reading and writing proficiency. Although, a Literacy Focus Team is formed, Daughtry is needing to provide evidence of how this team is effective change throughout the building within instruction.

### Current Practices:

List here what we are already doing to address this need:

- Vertical Team Planning takes place to allow teachers to discuss expectations/trends with various grade levels.
- Faculty Members participate in weekly Curriculum Empowerment Professional Learning to learn best instructional practices
- Faculty Members participate in monthly data talks to discuss next steps.
- Reading Counts Celebrations
- Reading Counts Assessment Participation
- Reading Support Class during connections

## Butts County School System – Daughtry Elementary School Literacy Plan

- RACE Strategies implemented in grades 1<sup>st</sup>-5<sup>th</sup>
- Literacy Focus Team established to promote ways to promote literacy throughout the building
- Intervention Class implemented to assist students who are needing additional support with literacy
- Daily grade level planning opportunity for all teachers

### We Plan to Implement:

- Staff will incorporate literacy strategies in reading and writing.
- An administrator will be assigned to the Literacy Focus Team to assist with monitoring implementation of processes and procedures.
- Administrators will participate in ongoing Professional Learning to help promote literacy and to assist with re-delivering best practices.
- Leveled intervention materials
- Writing programs and Reading programs
- Reading and Writing Strategy resources
- Purchase text to establish classroom libraries
- Incorporate technology into literacy instruction
- Incorporate instructional technology to educate families

### Measurable Outcomes:

Master Schedule

Sign-In Sheets

Agendas

Grade Level Meeting Minutes

### **Goal Area 3: Continuity of Instruction**

**Daughtry Elementary School will become laser focused on establishing partnerships with families, and Early Learning Centers.**

Concern: Describe your concerns as they relate to this goal.

At Daughtry Elementary, there is a need to improve access to text and increase literacy through partnership with the community.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that: According to the school's comprehensive needs assessment conducted at Daughtry Elementary, ensuring a systematic process is in place to ensure a smooth transition from one school to another, ensuring cross-disciplinary teams are consistent literacy focus across the curriculum, and implementing a communication plan to connect families to schools and childcare entities are areas that we are needing to focus on.

Current Practices:

List here what we are already doing to address this need:

- Flyers/Brochures are sent home to inform parents of upcoming events. Upcoming

## Butts County School System – Daughtry Elementary School Literacy Plan

events are placed on social media and on the school website.

- Daughtry Elementary is part of the Literacy Task Force Team to investigate ways we can support parents with literacy
- The Parent Educator meet with parents and provide support for literacy (ages birth to kindergarten)
- Master Schedule implements a daily literacy block for PreK-5<sup>th</sup> where whole group, explicit, on grade level instruction, in word identification, vocabulary, small group, skills-based instruction that is differentiated for all students
- Fifth Grade Teacher collaborate with Sixth Grade Teachers regarding “next steps” and identifying ways/instructional strategies that can be implemented to close the learning gap.
- Local Organization donated an outdoor library that allows students to receive a book free of charge. Students are able to “give a book and get a book” as needed.

We Plan to Implement:

- Host parent nights that will allow sixth grade teachers to come to Daughtry Elementary to talk to fifth grade students and parents regarding the Middle School Experience
- Host “Parent Support Nights” that will provide parents with assistance with ways to support their child at home
- Partner with First Reading to provide reading resources to students birth-five
- Ensure regular meetings for Cross-disciplinary team meet regularly to examine student work and to collaborate on the achievement of literacy goals.

Measurable Outcomes:

Sign-In Sheets

Agendas

Newsletters

Master Schedule

Grade Level Minutes

### **Goal Area 4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students**

**Faculty at Daughtry Elementary School will become proficient at developing assessments and using data from assessments to meet the various needs of students.**

Concern: Describe your concerns as they relate to this goal.

At Daughtry Elementary School, there is a need to implement Common Formative Assessments to improve instruction within all grade levels but using data to consistently drive instruction

Data collected from the Georgia Literacy Plan Needs Assessment indicates that: According to the school’s comprehensive needs assessment conducted at Daughtry Elementary, there is a need to develop Common Formative Assessments and for teachers to use data from assessments to truly guide their instruction on a regular basis.

Current Practices:

## Butts County School System – Daughtry Elementary School Literacy Plan

List here what we are already doing to address this need:

- Georgia Milestones Assessments administered in grades third-fifth (third and fourth will take ELA and Math, fifth grade will take ELA, Math, Science, SS)
- MAP(Measurement of Academic Progress)- This test is administered in August, December and March. This test is administered to students in grades K-5
- I-Step is a universal screener and progress monitoring tool that is used significantly for the RTI process. This screener is administered in August, December, and March. This screener is administered to students in grades K-5.
- GKIDS Readiness Check- This is a screener that provides data for General and Learning Development, Literacy, and Math

We Plan to Implement:

- Provide ongoing Professional Learning for faculty that that increase the knowledge on how to create appropriate assessments and how to use assessments to drive instruction within the classroom.
- Faculty will present data/assessments during Professional Learning for their colleagues. Colleagues will be given the opportunity to provide feedback for the assessments
- Constant communication with parents/students regarding the importance of data and how it is used
- Use data effectively to make informed decisions for literacy lessons.
- Monitor instruction to ensure consistent use of effective literacy instructional practices in language arts and content classes.
- Ensure lesson plans includes data for instruction purposes.

Measurable Outcomes:

Lesson Plans

Student Achievement Data:

Georgia Milestones

MAP

Lexile Data

iSTEEP Data

## Butts County School System – Daughtry Elementary School Literacy Plan

### **Goal Area 5: Tiered Support**

**Daughtry Elementary will focus on providing interventions and support for students with fidelity to help students develop socially and emotionally.**

Concern: Describe your concerns as they relate to this goal.

There is a need to provide additional Professional Learning to ensure teachers understand how to provide interventions with fidelity. There is also a need to provide Professional Learning for writing across the curriculum.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment conducted at Daughtry Elementary School, there is a need to provide additional Professional Learning to ensure teachers understand how to provide interventions with fidelity. There is also a need to provide Professional Learning for writing across the curriculum. Professional Learning will also be offered in the area of Student Engagement.

Current Practices:

List here what we are already doing to address this need:

- Scheduled times for professional learning, collaborative planning, and grade level meetings.
- Continue to use social media to promote literacy
- RTI meetings take place every Tuesday
- Promote Reading Counts and Sight Words-students earn rewards by reaching a certain level
- Weekly grade level minutes
- 90-120 minute literacy block
- Access to print materials are readily available
- RACE Strategy consistent for grades 1<sup>st</sup>-5<sup>th</sup>
- Write Score Writing Assessment two times a year

We Plan to Implement:

- Additional Professional Learning that will be laser focused on writing(specifically writing across all content areas)
- Additional Professional Learning that will focus on creating an engaging and academically challenging environment for all students
- Purchasing additional resources to ensure classrooms have a sufficient leveled library to meet the various needs of all students

Measurable Outcomes:

Data from Write Score

Lesson Plans

MAP Data

iSTEEP Data

Lexile Data-Constant reviewing the Lexile Wall in the data room



## Butts County School System – Daughtry Elementary School Literacy Plan

Georgia Milestones Assessment Data- Percentage of students performing proficient or distinguished  
Sign In Sheets from Professional Learning and Literacy Sign-In Sheets  
Progress Monitoring

**Goal Area 6: Professional Learning in Literacy Instruction**  
**Daughtry Elementary School will be committed to providing meaningful Professional Learning to assist with increasing teaching and learning specifically in the area of literacy.**

Concern: Describe your concerns as they relate to this goal.

There is a need for professional learning in the areas of literacy instruction to assist teachers in incorporating literacy/writing in all content areas. There is also a need to redefine a school-wide set of non-negotiables in the area of literacy.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that: According to the school's comprehensive needs assessment conducted at Daughtry Elementary, as a school, we are emerging due to the fact that we do not have 100% participating in ELA professional learning, yet.

Current Practices:

List here what we are already doing to address this need:

- Weekly Curriculum Engagement meetings that focus on literacy
- Monthly professional learning opportunities that focus student engagement and literacy
- Providing professional learning opportunities for staff to attend Griffin RESA and various other intentities
- Observed literacy instruction taking place in other schools

We Plan to Implement:

- Provide professional learning on how to incorporate writing in all content areas
- Provide additional oppportunities for teachers to observe their peers and to observe other schools
- Continue analyzing date and providing additional support as needed to help use data to guide instruction

Measurable Outcomes:

- TKES Walkthroughs
- Sign-In Agendas
- Peer Observation Documentation/Feedback
- Classroom Observations with district personnel
- Increase in lexile scores
- iSTEEP Scores
- Georgia Milestones and MAP Data

## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

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

### c. **Remedies for Nondisclosure**

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

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

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

#### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

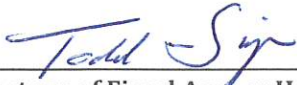
If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action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

## III. **Incorporation of Clauses**

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

Conflict of Interest & Disclosure Policy

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



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

\_\_\_\_\_  
Dr. Todd Simpson - Superintendent of Schools \_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

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

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

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

\_\_\_\_\_  
Date

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

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

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

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Todd Simpson

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

Address: 218 Woodland Way

City: Jackson, Georgia Zip: 30233

Telephone: (770) 504-2300 Fax: (770) 504-2305

E-mail: Todd.Simpson@bcssk12.org

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

Dr. Todd Simpson - Superintendent of Schools  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2/10/2020  
Date (required)

## Section 7 – Professional Learning Strategies

Analysis of student achievement data as well as results from our comprehensive needs assessment indicate a need for professional learning at both the system level as well as with some of our community partners. Most pressing from a district perspective is student achievement data that indicates a need for a systemic approach to improve Tier I literacy instruction for students K-12. Professional learning to address this will be mapped out in our strategic plan over the course of the next 3 years and will be reflected at the school level in each of the school's literacy plans. Professional learning will be provided to school leaders and teachers. BCSS will also take advantage of the opportunity to support the professional development of our partners and ensure they are equipped with the necessary strategies to address student literacy needs. Partners will be included in professional learning opportunities being offered in our district.

At the school level, scheduling will ensure common planning for ELA teachers to allow time during the day to provide professional learning to grade level/content specific teams. School leaders and instructional coaches will meet monthly as a PLC for district-planned professional development on topics related to leading literacy instruction in their schools. The board of education has also approved calendars for the next two school years that allow for system-level professional learning days to be embedded at intervals that follow our data analysis cycle.

The BCSS Department of Teaching & Learning currently offers two conference-style professional learning opportunities per year for all system employees. These site-based mini conferences provide breakout sessions taught by teacher leaders, school and district administrators, and instructional coaches. Topics for each break-out session are determined by interest surveys as well as needs assessment, TKES, and student achievement data. Ongoing session topics for each year will be determined by the needs assessment of each school in collaboration with district leadership and each school's literacy team. Sessions will be designed and delivered to ensure teachers and school leadership not only have the necessary training to incorporate research-based literacy strategies across all content areas, but also know how to use assessment data to revise and improve instruction. We will also utilize professional learning leaders and teacher leaders to provide evidence-based instructional practices. Literacy Coaching by hiring consultants to support specific programs included in the comprehensive literacy plan, we will utilize instructional coaches for modeling and providing feedback and support to teachers. (Bright and Hensley)

We are also exploring opportunities with our partner Gordon College to develop a professor-in-residence model that would allow a literacy expert on staff at Gordon College to serve as a teacher/mentor in our school system. This prospect would benefit our students K-12 and develop a collaborative effort to increase the skillset of BCSS teachers in literacy instruction as well as to form strong relationships and provide authentic opportunities for Gordon's teacher preparation program.

Based on our commitment to our Five-Year Strategic Plan, as well as data collected from TKES, our needs assessment, and trends in student achievement data, we have outlined professional learning topics for consideration. Professional learning sessions in the first year will focus on building capacity with our teachers in providing engaging, rigorous, and relevant literacy instruction aligned to the Georgia Standards of Excellence. In an effort to build collective efficacy, we focus on instructional pedagogy and high yield instructional strategies (Hattie, 2011). We recognize the research that shows that social, emotional and behavioral support in the classroom is vital for successful literacy instruction. All schools in the Butts County School System implement Positive Behavior Interventions and Support (PBIS) programs. We will continue to support PBIS through our professional development model as it is integral to literacy instruction. (PBIS.org)

All professional learning provided with L4GA funding will be aligned with the school’s literacy plan and directly related to the project goals and improving student literacy outcomes. The following chart outlines current PL topics under consideration:

Professional Learning Topics for Consideration		
Topic	Audience	Provider(s)
Language Nutrition	Early Learning Providers Parents/Guardians	Expert Consultants Speech-Language Pathologist
Vocabulary Acquisition and Language Development	Early Learning Providers Parents/Guardians Pre-K -	Director of Teaching and Learning Griffin RESA Conference Presenters Teacher Leaders
Building and Supporting Academic Vocabulary	K-12 Teachers Administrators Instructional Coaches	Director of Teaching and Learning Griffin RESA Expert Consultants Teacher Leaders
Reading Workshop Model	K-8 Teachers Administrators Instructional Coaches	Expert Consultants
Writing Workshop Model	K-8 Teachers Administrators Instructional Coaches	Expert Consultants
Strategies to Support Struggling Readers	K-12 Teachers Administrators Instructional Coaches	Director of Teaching and Learning Griffin RESA Conference Presenters Teacher Leaders
Content Area Literacy	K-12 Teachers Administrators Instructional Coaches	Director of Teaching and Learning Griffin RESA Conference Presenters Teacher Leaders
Using Digital Resources for Teaching Skills in Literacy	K-12 Teachers Administrators Instructional Coaches	Instructional Technology Specialist Conference Presenters Teacher Leaders



Butts County Schools: Professional Learning Strategies Identified on the Basis of Documented Need

Student Engagement in Literacy	K-12 Teachers Administrators Instructional Coaches	Expert Consultants Conference Presenters
Higher Order Thinking Skills	K-12 Teachers Administrators Instructional Coaches	Director of Teaching and Learning Griffin RESA Conference Presenters Expert Consultants
PBIS/Soft-Skills	K-12 Teachers Counselors Administrators Instructional Coaches	Director of Student Services Expert Consultants
Trauma-Skilled Schools	K-12 Teachers Administrators Instructional Coaches	Expert Consultants System Social Worker Director of Student Services

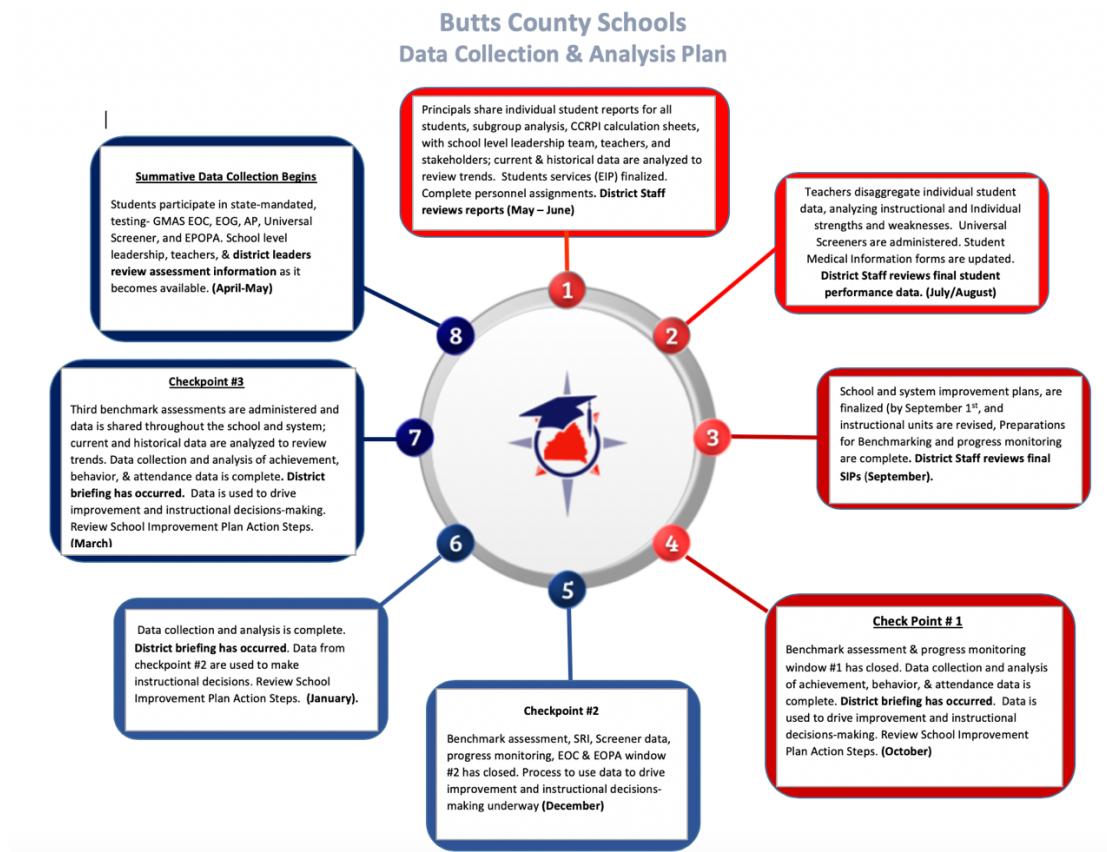
BCSS will continually follow our data analysis cycle to analyze literacy achievement data and other indicators as measures of success for our professional learning. Other measures will include teacher feedback on PL sessions, walkthrough data to measure observed evidence-based practices, discipline and attendance data, and school climate ratings.

Section 6 – Assessment/Data Analysis Plan

BCSS has coherent data analysis protocol with analysis tools and procedures in place to identify consistent and relevant data points to extract for comparison. Currently, per our outlined assessment protocols, classroom teachers analyze data at the classroom and student level in order to assess strengths and weakness and to make instructional decisions. By beginning at the classroom level, we provide opportunities for students to engage in self-assessment and review of their own data and share that data with their families. Following that analysis, school level leadership teams disaggregate and analyze data independently to determine school-level bright spots to leverage as well as gaps in performance by grade level, content area, subgroup, etc. School teams then share disaggregated data with the District Curriculum team for collaborative review. During these checkpoints, district leaders, principals, and instructional coaches work to collaboratively review data presented in order to target trends that become apparent in particular content areas, grades, or are isolated to individual schools. These data checkpoints and the work sessions that follow them are crucial as we work to identify trends and possible professional learning and/or resource needs as well as patterns may result in changes to core instruction.

In an effort to become a community who reviews and analyzes data, Butts County School System will follow our established assessment calendar, including scheduled assessment checkpoints, to carry out the Assessment/Data Analysis Plan for the LG4A grant.

The chart below outlines the BCSS data collection/analysis plan:



Prior to the implementation of any assessment instrument, the Teaching & Learning department will ensure that district-wide professional learning is conducted. We understand and appreciate that effective communication regarding our data must reach all partners, students, educators, families, and community stakeholders. Data collected and analyzed at the school level will be shared with staff members, parents, and school council members in face-to-face conferences and upon request. District leadership teams will conduct regular data review sessions to analyze data as it applies to particular school and systemic trends. Information gained from district data review meetings will be shared with members of our board of education as well as community partners and early learning providers at regularly scheduled intervals. The following chart outlines the assessments we will utilize as part of the BCSS Assessment/Data Analysis Plan:

BCSS Birth to Five Assessment Plan		
Assessment	Target Grade Levels	Administration Protocols
PALS (Phonological Awareness Literacy Screening)	Pre-K	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
PPVT	Pre-K	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place two times a year (Fall/Spring).
WSO (Work Sampling Online)	Pre-K	Pre-K teachers will collect student work samples. Work samples will be uploaded to WSO continually throughout the school year. Uploads will be monitored at each quarter by school-level Pre-K leader and administration.
Kindergarten Screener	Pre-K	Kindergarten teachers will screen all incoming Kindergartens using a locally developed screener designed to assess developmentally appropriate math/reading skills.
K-5 (Elementary) Assessment Plan		
MAP Assessment	K-5	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
GKIDS 2.0 Readiness Check and GKIDS 2.0 Performance-based Assessment	K	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. Readiness check and GKIDS Performance assessment will be administered in accordance with the DOE requirements.
DIBELS Next (Composite)	K	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).

Butts County Schools: Assessment/Data Analysis Plan

DIBELS-Next Nonsense Word Oral Reading Fluency	1	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
DIBELS – Next Oral Reading Fluency	1-3	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
HMH Reading Inventory	3-5	Technology-based assessment will be administered by the classroom teacher or computer lab teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
Georgia Milestones EOC	3-5	The Georgia Milestones will be administered according to the state adopted testing schedule. Assessments will be administered by the classroom teacher and monitored by the school the school testing coordinator.
<b>6-12 (Secondary) Assessment Plan</b>		
Georgia Milestones EOG	6-8	The Georgia Milestones will be administered according to the state adopted testing schedule. Assessments will be administered by the classroom teacher and monitored by the school the school testing coordinator.
MAP Assessment	6-8	Assessment will be administered by the classroom teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
HMH Reading Inventory	6-11	Technology-based assessment will be administered by the classroom teacher or computer lab teacher and monitored by the school the school testing coordinator. These administrations will take place three times a year (Fall/Winter/Spring).
Georgia Milestones Assessment EOC	9-12	The Georgia Milestones will be administered according to the state adopted testing schedule. Assessments will be administered by the classroom teacher and monitored by the school the school testing coordinator.

## Section 4- Assets and Needs Assessment with Root Cause Analysis

### ***Needs Assessment Process***

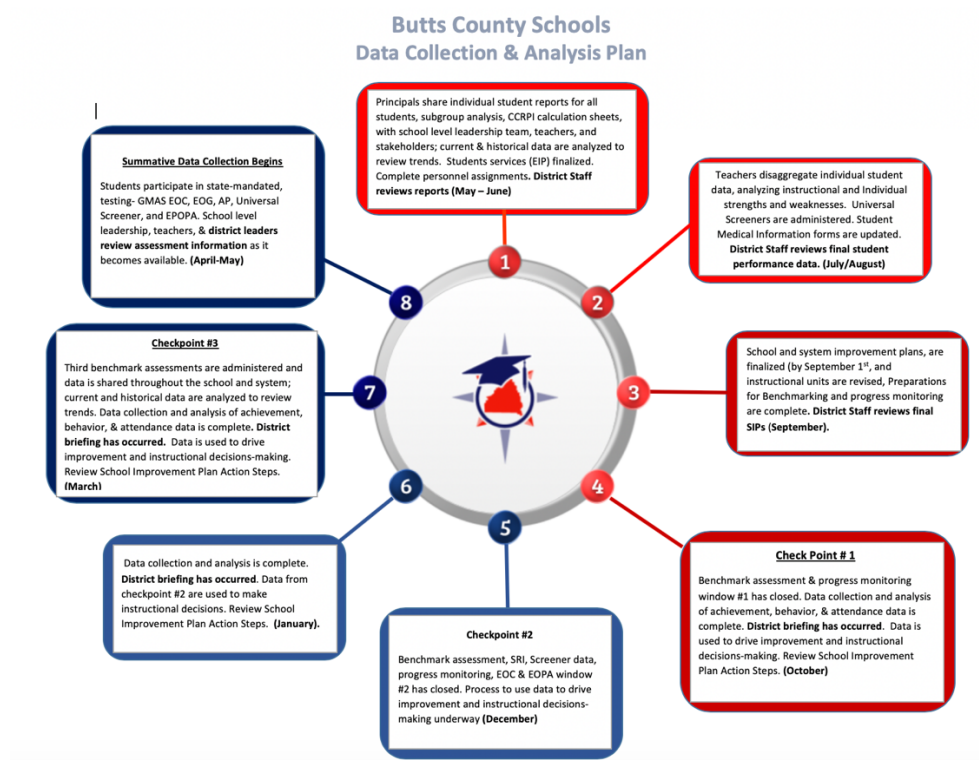
In 2018, Butts County Schools underwent the accreditation process through AdvancED. In that same year, the school system implemented its Five-Year Strategic Plan. As part of the readiness process for accreditation as well as the strategic planning process, school and system-level leaders along with members of the board of education and various community stakeholders formed teams to review longitudinal data trends. The data presented consisted of Milestones, iSTEEP, Benchmark, SRI, discipline, and attendance. Data from the Georgia Student Health Survey, AdvancED review process, and the Title I Comprehensive Needs Assessment tool were also analyzed. Using these data points, teams employed the 5-Why's protocol (GLISI, 2012) explore root causes for our literacy deficits.

Data collected from those sources revealed a lack of growth and proficient performance in ELA across all grade levels, and the following initiative and action steps were written into the Five-Year Strategic Plan.

### Goal Area I- Excellence in Student Achievement and Success

Performance Objective: BCSS will install a comprehensive and coherent instructional system that is operationally effective throughout the district in order to ensure that all students maximize their potential in academic achievement and success.	
Initiative	Action Steps
Develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all student sub-groups and grade levels.	<ul style="list-style-type: none"> <li>• Develop School-based Literacy Plan that articulates screening measures, interventions, enrichment, and progress monitoring measures for all students.</li> <li>• Revise and improve a formalized BCSS writing rubric and checklist.</li> <li>• Establish formative benchmarking plan for tracking and reporting writing proficiency system-wide among all students.</li> <li>• Provide annual professional learning for all teachers, paraprofessionals, and administrators related to improving reading comprehension among all students and writing across the curriculum.</li> <li>• Develop list of community and family initiatives, events and strategies to promote literacy among students at each school and throughout the community to be revised annually and communicated regularly.</li> <li>• SRI and Reading Counts data to support increase in reading at the appropriate Lexile stretch band.</li> </ul>

We also implemented a data collection and analysis cycle for continuous improvement that will be used for monitoring progress towards our goals.



### Root Cause Analysis

After review of the data, the root causes of low performance in ELA at all grade levels were determined to be the following:

- Multiple changes to curriculum/instruction over the past decade without proper professional learning and support,
- A lack of rigorous instruction in ELA causing Tier I instructional issues at multiple grade levels,
- The need to support our staff in understanding systemic poverty,
- The need for effective, evidence-based strategies to reduce the achievement gap – especially as it applies to Black Males and Students with Disabilities,

### Coherent Instructional System

#### Past/Current Instructional Initiatives

Our district has not engaged in a large number of instructional initiatives over the past – mostly due to financial cuts. Our Literacy Task Force teams are in the planning stages to outline and implement future initiatives.

The following chart illustrates past and current initiatives:

	Past Initiatives	Current Initiatives
Birth-5	Parent as Educator Program - 3 Teachers Guest Readers “Kinder Camp”	Parent as Educator Program – 1 Teacher (per budget cuts) Guest Readers

	Reading First	
K-12	Dr. Cindy CUPP Reading Program Bookworms Reading Counts PBIS	Instructional Coaches @ Elementary/Middle New Position – Director of Teaching and Learning

***Community and Family Engagement***

Outreach and support from our community has been overwhelming and we are proud to have so many opportunities to plug our literacy efforts in to our community. We will utilize those community partnerships in a variety of ways as identified in our LEA-Partnership Narrative. Partners will work to support and expand our outreach efforts. After our first Literacy Task Force meeting, our elementary schools have worked with our local library established “Literacy Nights” that offer family engagement opportunities blending the school and community through combined literacy experiences.

***Engaged Leadership***

Butts County has an engaged and supportive leadership team who champion our efforts to expand literacy at every level. Our principals meet monthly as part of our district curriculum team to analyze data and problem solve around the data as well as to participate in targeted professional learning. We are working to build instructional leadership capacity in our assistant principals as well. Each month, AP’s meet to take part in our AP Development Cohort with professional learning that targets their roles as instructional leaders in their schools. Additionally, each school has established a Literacy Team to assess the school/community’s literacy needs, to direct relevant professional learning, and to implement change in instructional literacy practices across all disciplines.

***Positive Learning Environment***

BCSS has worked to create a positive learning environment in each of our schools. In accordance with our strategic plan, we will roll out a full implementation of our MTSS protocols this year. We currently support our students with on-site mental health services through our partnership with McIntosh Trails Counseling Center, the dental van visits all schools in our system. We have dedicated school social worker who works with our community partners to coordinate our weekend backpack feeding program as well as our “Let’s Wrap” coat program and “Shoes for All God’s Children” shoe program for students with identified needs. BCSS has implemented PBIS in all five schools in order to provide a positive learning environment for all students. The following is each school’s climate rating along with the number of years of implementation. We are in the early stages of implementing MTSS. We have developed our district-level team, and, per our strategic plan timeline, we will roll MTSS out to the schools next year.

	2019 Climate Rating	PBIS Implementation
Hampton L. Daughtry Elementary School	4 Stars	5 Years
Jackson Elementary School	3 Stars	5 Years
Stark Elementary School	4 Stars	5 Years
Henderson Middle School	3 Stars	4 Years
Jackson High School	4 Stars	4 Years

Section 5 – Project Plan, Procedures, Goals, Objectives, and Support

Professional learning for all teachers and leaders will be a crucial component of improvement. Our teachers and leaders continually request job-embedded professional learning to deepen their knowledge of effective practices and build confidence in their abilities to implement and develop collective efficacy. We have invested the past year in developing leaders, instructional coaches, and teachers in using practices that will engage students in rigorous and authentic learning experiences, but we are still seeing evidence that those practices are being implement with limited depth. The District leadership team analyzed the results from our Comprehensive Needs Assessment, the Georgia Literacy Plan Needs Assessment Birth-12, and a review of our Five-Year Strategic Plan in order to outline the following goal and action steps.

GOAL: BCSS will install a comprehensive and coherent instructional system throughout the district in order to ensure that all students maximize their potential in academic achievement and success		
Action Steps	Evidence Based Practices	Measures of Success
Collect, review, and analyze student data for the purpose of supporting implementation of effective differentiation, remediation, interventions, specialized instruction, and the enrichment of instruction.	<ul style="list-style-type: none"> <li>Establish Data Analysis Plan Cycle for system and individual Schools.</li> <li>Establish system for analyzing student achievement data to identify roots causes and leads to the implementation of action steps reflected in school Improvement plans.</li> </ul>	School/System level data rooms Data Analysis Plan Cycle for system and individual schools Revised and improved system for analyzing student achievement data to identify roots causes and leads to the implementation of action steps reflected in school Improvement plans
Support Professional Learning Communities and ensure the development, revision, and maintenance of common, system-wide Curriculum Pacing Guides, Unit Plans, and Assessments aligned to Georgia Standards of Excellence.	<ul style="list-style-type: none"> <li>Facilitate and document quarterly Collaborative Planning sessions among grade level/content area teachers for the purpose of revision and enhancement of instruction for all students.</li> </ul>	Curriculum/unit maps Meeting minutes Evaluation/Walkthrough Data Analysis of assessment data (screeners, Milestones, formative, summative, diagnostics) Observation data
Collaboratively develop and implement a common framework of highly effective pedagogy in units and lessons in all	<ul style="list-style-type: none"> <li>Provide professional learning to increase effective instruction/assessment practices based on county-wide framework/rubric and TKES data.</li> </ul>	Increase in effective instruction/assessment practices based on county-wide framework/rubric TKES data.



Butts County Schools: Project Plan, Procedures, Goals, Objectives, and Support

<p>classrooms that maximizes digital learning, collaboration, creativity, critical thinking, and communication.</p>		<p>Pacing Guides, Unit Plans, and Assessments annually to incorporate intentional implementation of collaboration, creativity, critical thinking, and communication as pedagogical cornerstones of the BCSS Instructional Framework</p>
<p>Develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all student sub-groups and grade levels.</p>	<ul style="list-style-type: none"> <li>• Establish a Birth-to-Five Literacy Team that will meet regularly and whose goal is to evaluate current early learning literacy programming and data analysis to make instructional decisions.</li> <li>• Develop School-based Literacy Plans that articulates screening measures, interventions, enrichment, and progress monitoring measures for all students</li> <li>• Provide annual professional learning for all teachers, paraprofessionals, and administrators related to improving reading comprehension among all students and writing across the curriculum.</li> <li>• Develop list of community and family initiatives, events and strategies to promote literacy among students at each school and throughout the community to be revised annually and communicated regularly.</li> <li>• Utilize HM Reading Inventory and Reading Counts data to support increase in reading at the appropriate Lexile stretch band.</li> </ul>	<p>Literacy observation checklist data Multiple assessments' data Meeting minutes and/or agendas; Focus walk data TKES data Master schedules reflecting dedicated literacy</p>
<p>Create MTSS teams at the district and all schools with a clear purpose as well as defined roles and responsibilities to integrate services and supports for students.</p>	<ul style="list-style-type: none"> <li>• Develop purpose statements and structure for MTSS Teams developed, trained, and utilized with all relevant staff.</li> <li>• Provide professional development to all staff on MTSS</li> </ul>	<p>MTSS Protocols in place Purpose statements and structure for MTSS Teams developed, trained, and utilized with all relevant staff. Meeting agendas for MTSS Teams. Service and support List published on web sites. Achievement data</p>
<p>Define and assess the effectiveness of universal screenings and assessments, system wide utilized to measure student growth specific to</p>	<ul style="list-style-type: none"> <li>• Provide professional learning to all staff members on the role of assessment in learning, the creation of balanced-literacy assessments, the administration of new assessments, and application of data to inform and guide literary teaching practices.</li> </ul>	<p>Universal screening data collected for the purpose of identifying student needs and interventions and the effectiveness of current interventions.</p>

Butts County Schools: Project Plan, Procedures, Goals, Objectives, and Support

<p>behavior and academic achievement.</p>	<ul style="list-style-type: none"> <li>• Provide professional development on universal screening tools specific to their use in refining instruction.</li> <li>• Establish a process for systematic review of student attendance and discipline data.</li> </ul>	<p>Academic &amp; Behavioral Progress monitoring data</p>
<p>Support the implementation of effective advisement practices and ensure vertical articulation between Elementary, Middle, and High Schools regarding career and college planning.</p>	<ul style="list-style-type: none"> <li>• Establish Professional Learning Communities consisting of the school social worker, school level guidance counselors, and director of teaching and learning to support the development of Individual Graduation Plans, Career Interest Inventories, Career Day events at each school, and Advisement &amp; Classroom Guidance lesson plans.</li> </ul>	<p>Individual Graduation Plans                  Career Interest Inventories                  Career Day events at each school                  Advisement Plans &amp; Classroom Guidance lesson plans                  GRCCA field trip for HMS students</p>
<p>Ensure the explicit teaching of behaviors, personal habits, and professional skills (soft skills) for all students throughout the district that lead to success in college and the workplace.</p>	<ul style="list-style-type: none"> <li>• Provide on-going professional learning to develop and support school-level PBIS plans and initiatives.</li> <li>• Develop community partnerships that offer opportunities for students to utilize behavior skills in authentic environments.</li> </ul>	<p>Classroom Advisement Lessons                  Professional Skills/Industry Expectations found within CTAE Atlas Units.                  PBIS Plans/ Rubrics                  School &amp; System PSA's                  School Assemblies                  WBL/Internship Survey data from business &amp; Industry hosting our students</p>

Evidence-Based Reference List

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Butts County Schools: Project Plan, Procedures, Goals, Objectives, and Support

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### Section 1: Local Education Agency – Partner Narrative

Butts County School System is comprised of three PK-5<sup>th</sup> elementary schools, one 6<sup>th</sup>-8<sup>th</sup> grade middle school and one 9<sup>th</sup>-12<sup>th</sup> grade high school. These schools serve the 3,488 students in the Butts County community located in the Middle Georgia Region.

According to 2017 Census data, Butts County has a population of 23,556 of whom 20% are below the age of eighteen. The county’s demographic make-up is 68.8% White, 28.7% Black, and 3.5% Hispanic. Data from the most recent United States Census indicates that 9.0% of families and 12.4% of the population fall below the poverty threshold. However, under the Community Eligibility Provision (CEP) introduced in Georgia during the 2013-2014 school year, 88.56% of our students are eligible for free lunch based on one of the following criteria:

- The student lives in a family unit receiving Supplemental Nutrition Assistance Program (SNAP) food stamp benefits,
- The student lives in a family unit receiving Temporary Assistance for Needy Families (TANF) benefits, or
- The student has been identified as homeless, unaccompanied youth, foster, or migrant. (Forsberg, 2015)

The students in BCSS, like students from many Georgia counties, have been adversely affected by poverty. Many of them come from homes where the adults are on public assistance or earning an income that is below the poverty level. We are a Title I school system, meaning each school in the system is eligible to receive Title I services. Every student in Butts County Schools receives a free breakfast and lunch. As of the date of submission, BCSS has 436 students who are considered homeless.

Butts County Schools has developed a network of community partners that have agreed to support the literacy initiatives.

Organization	Partnership Role	Contact Person	Title	Contact Information
<b>Gordon College</b>	Provides professional learning and support for literacy initiatives.	<b>Dr. Joseph Jones, Ph.D</b>	Dean of the College of Education	Gordon State College 419 College Drive, Barnesville, GA 30204 678-359-5389, <a href="http://www.gordonstate.edu">www.gordonstate.edu</a>
<b>Ferst Readers</b>	Ferst Readers has partnered with BCSS to provide books for our “Bedtime Stories” initiative as well as to	<b>Bridgett Daniel</b>	Chair	Ferst Readers PO Box 263 Jackson, GA 30233 770-775-5829

Butts County Schools: Local Education Agency-Partnership Narrative

	put First books in our backpack program			
<b>Griffin RESA</b>	Provides professional learning resources to support literacy initiatives for targeted professional learning and to build instructional capacity.	<b>Dr. Stephanie Gordy</b>	Executive Director	440 Tilney Ave. Griffin, GA 30224 770-229-3247
<b>Butts County Multi-Disciplinary Team</b>	A coalition of multiple support agencies including the Sherriff's Dept., the school system, DFACS, and others who meet monthly to determine needs and create a plan of action for local students and families.	<b>Jonathan Adams</b>  <b>Susan Sarsany</b>	District Attorney  School Social Worker	625 W Third St. Jackson, GA 30233
<b>Southside Medical Center</b>	Partners with the Butts County School System to provide access to medical care via our Telemedicine initiative.	<b>Carl Henry</b> <b>Shana Taylor</b>	Administrator Remote Office Admin.	176 Lyons St Jackson, GA 30233 404-688-1350
<b>Butts County Library</b>	Partners with BCSS for family literacy nights. Provides afterschool support and access to resources for students.	<b>Kathy Kelly</b>	Director	436 E College St. Jackson, GA 30233 770-775-7524
<b>Butts County Department of Juvenile Justice</b>	Supports the families and students of Butts County by partnering with the school to provide books as well as providing support as a member of our local Multi-Disciplinary Team (MDT).	<b>Rasheen Garcia</b>	Juvenile Program Manager	464 W 3 <sup>rd</sup> St Jackson, GA 30233
<b>Beverly's Daycare and Learning Ctr.</b>	Works with children 0-5 providing daycare and a language rich learning environment. Offers after-school programs, summer camps. Has partnered with BCSS to support early learning and teacher preparedness.	<b>Beverly Stewart</b>	Owner/Director	315 Covington St. Jackson, GA 30233 770-775-4641
<b>United Way of Greater Atlanta</b>	Supports our schools and communities with fundraising efforts that transfer money back into organizations that then provision resources to schools and families.	<b>Shane Persaud</b>	Regional Director	United Way of Greater Atlanta 107 Westridge Industrial Blvd., McDonough GA 30253 678-623-2869
<b>Butts County Life Enrichment Team</b>	Sponsors our school system's perfect attendance awards.	<b>Ann-Marie Pope</b>	Director	PO Box 976 Jackson, GA 30233 770-775-5829

Butts County Schools: Local Education Agency-Partnership Narrative

	Supports the community by bringing partners together to address the challenges facing the families and children of Butts County.			
<b>Butts County Sherriff's Dept.</b>	Serves as a member of our Multi-Disciplinary Team who meet monthly to determine needs and create a plan of action for local students and families.	<b>Amanda McMichael</b>		835 Ernest Biles Dr. Jackson, GA 30233 770-775-8216
<b>Butts County Division of Family and Children's Services (DFACS)</b>	Serves as a member of our Multi-Disciplinary Team who meet monthly to determine needs and create a plan of action for local students and families	<b>Holly Line</b>	Director	178 Ernest Biles Dr. Jackson, GA 30233 770-504-2200
<b>Let's Wrap - Jackson United Methodist Church</b>	Supports the students of Butts County by organizing a yearly coat drive to ensure that every child who has a need has a warm coat, hat, and gloves for cold weather.	<b>Susanne Earnhart</b>	Co-Founder	409 E 3 <sup>rd</sup> St. Jackson, GA 30233 770-775-7238
<b>Operation Lunchbox</b>	Provides "backpack" meals for students to take home each weekend. Operation lunchbox has partnered with the schools and with Ferst Readers to place a book into each lunchbox backpack.	<b>Dave Newman</b>	Director	113 Park 42 Dr Locust Grove, GA 30248 678-962-3333
<b>Butts County Counseling Center</b>	Supports the students and families of Butts County by providing in-school and off-site services that promote the health and social-emotional needs of our families.	<b>Lindsey Wold</b>	Center Director	463 Ernest Biles Dr. Jackson, GA 30233 770-358-5252
<b>BCSS Health Department</b>	Supports our school system and our community through the "Talk to Me Baby" language nutrition initiative.	<b>Krystle Whitten</b>	County Nurse Manager	436 Ernest Biles Dr. Jackson, GA 30233 770-504-2230

Student learning depends on the successful alignment of a complex system of stakeholders working cooperatively to strengthen teaching and learning practices and knowledge-building frameworks. Integrated support systems must be inclusive of students, classroom teachers, reading/literacy specialists, school staff, school leaders, families and caregivers, volunteers, and community members. (Dwyer, et al) (ILA Position Statement)

Over the past eighteen months, we have worked to organize ourselves and our community resources to channel energy, excitement, and support into a Literacy Campaign. Conversations with community partners and local organizations helped us to identify literacy activities and initiatives that were formerly a part of the Butts County culture. We conducted a listening tour which resulted in multiple groups telling us about literacy initiatives the county “used to do.” This attempt to increase opportunities for students and families led to the formation of the Butts County Literacy Task Force. On November 20<sup>th</sup>, 2019, the Butts County School System invited community stakeholders to a luncheon to create an awareness of our community’s needs regarding literacy and to generate support for partnerships and growth. We had nearly 70 community stakeholders attend this luncheon representing civic organization, churches, non-profits, retired teachers, and community members invested in improving the literacy outcomes for our children. What we found was that we already had ties to one another and initiatives in place – what we needed was organization and direction. As a result of this meeting, school system and community partners forged a draft plan of action which highlighted our alliance and mapped out our next steps. An extension of this work is our recent recognition as a Get Georgia Reading Campaign Community. The L4GA Grant will allow our system to continue to move forward with these efforts and initiatives by helping us provide high-quality, targeted professional learning and research-based instruction. Grant funds would also allow us to engage our community partners to provide early interventions for language and literacy skills to families in Butts County. We will further be able to increase access to literacy resources for all stakeholders. L4GA grant funds will support our Strategic Plan by helping us:

- Develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all student sub-groups and grade levels.
- Develop and implement a common framework of highly effective pedagogy in units and lessons in all classrooms that maximizes digital learning, collaboration, creativity, critical thinking, and communication;
- Support Professional Learning Communities and ensure the development, revision, and maintenance of common, system-wide Curriculum Pacing Guides, Unit Plans, and Assessments aligned to Georgia Standards of Excellence.

School Climate Ratings

	2019 Climate Rating	PBIS Implementation
Hampton L. Daughtry Elementary School	4 Stars	5 Years
Jackson Elementary School	3 Stars	5 Years
Stark Elementary School	4 Stars	5 Years
Henderson Middle School	3 Stars	4 Years
Jackson High School	4 Stars	4 Years

Data collected from the BCSS Literacy Task Force meeting allowed us to identify various community assets and relationships that were already in place to support the parents and children of Butts County. The Butts County School System currently works in collaboration with our District 4 Public Health Department to support language development and language nutrition for parents and children through the *Talk With Me Baby* initiative. We are actively involved with our local Ferst Readers organization to sponsor a book a month for every child who signs up. Our elementary schools have partnered with Butts County Library to host Family Literacy Nights at the public library. Each Family Literacy Night also includes a drive to increase the number of people who hold a public library card. This partnership not only supports our system’s literacy initiatives, it helps to increase access to literacy for the residents of Butts County.

As awareness and partnerships have developed, we have seen increasing support from our local day cares. Nearly 300 books were donated to the school system by local day cares in the month of December with the assurance of continued support; however, we recognize this as an area where additional supports are needed. There is collaborative planning between the school system and local day cares to develop a strategic approach to provide systematic supports for literacy from birth through the elementary years.

The task force meeting also allowed us to identify existing partnerships with community organizations who support literacy initiatives through wrap-around services. The students and parents of BCSS are supported by the Butts County Counseling Center who provide counseling through the APEX grant. Operation Lunchbox, sponsored by local churches, provides weekend meals to children in need, and we are currently planning with Ferst Readers to include a book in each weekend meal backpack. We have a long-standing relationship with Southside Medical Center who work in collaboration with our school system nurse to provide a telemedicine option for students who may not otherwise be able to see a doctor. This initiative keeps our students healthy and in school and supports parents who cannot afford to miss work. Networking with the Butts County Leisure Services has created an initiative centered on supporting PBIS outside



of the school day. As this relationship evolves, we plan to extend the PBIS structure as well as our character education platform in the afterschool programs provided by Butts County Leisure Services.

Butts County School System is currently working in collaboration with Gordon State College and Griffin RESA to provide professional learning opportunities for teachers and leaders as well as to build a pipeline for teacher recruitment and support. BCSS recognizes the role we play in supporting the pre-service teachers who will be candidates for employment within our system as well as the benefit of utilizing our P-20 partners to provide professional learning and support. Once registration opens, BCSS seek to participate in the Metro Atlanta P-20 Collaborative consisting of 22 school systems (*Butts County, Clayton County, Cobb County, DeKalb County, Douglas County, Fayette County, Forsyth County, Fulton County, Henry County, Houston County, Lamar County, Newton County, Pike County, Rockdale County, Spalding County, Thomaston-Upson County, Atlanta Public Schools, Buford City, Decatur City, Marietta City, Commission Charter Schools, Georgia Charter Schools Assoc*), seven local colleges and universities (*Clark Atlanta University, Clayton State University, Georgia State University, Gordon State College, Kennesaw State University, Mercer University, and Spelman College*), and two local Regional Education Support Agencies (*Griffin RESA and Metro RESA*)

Engagement in quarterly Literacy Task Force meetings will allow us to strengthen these community partnerships and further support student achievement in Butts County.

Section 2: LEA-Partnership Management Plan and Key Personnel

The chart below outlines the breakdown of Butts County School System leadership staff who will be involved in managing the L4GA grant processes at both the district and school levels.

Name	Title	Role	Contact Information
Dr. Todd Simpson	Superintendent of Schools	System Oversight	<a href="mailto:todd.simpson@bcssk12.org">todd.simpson@bcssk12.org</a> 770-504-2300 x1010
Fran Dundore	Director of Teaching & Learning	Grant Administrator	<a href="mailto:fran.dundore@bcssk12.org">fran.dundore@bcssk12.org</a> 770-504-2300 x1390
Kameren Todd	Director of Human Resources & Federal Programs	Assimilation of Grant with Federal Programs	<a href="mailto:kameren.todd@bcssk12.org">kameren.todd@bcssk12.org</a> 770-504-2300 x1200
Leonora Clarkson	Director of Student Services	Assimilation of Grant with Special Populations	<a href="mailto:leonora.clarkson@bcssk12.org">leonora.clarkson@bcssk12.org</a> 770-504-2300 x1325
Ann-Marie Pope	Director of Butts County Life Enrichment Team/Family Connection Collaborative	Early Learning Support	<a href="mailto:buttscolet@gmail.com">buttscolet@gmail.com</a> 770-775-5829
Brentius Watts	Principal, Hampton L. Daughtry Elementary	School Oversight	<a href="mailto:brentius.watts@bcssk12.org">brentius.watts@bcssk12.org</a> 770-504-2356 x6010
Sheila Barlow	Principal, Jackson Elementary	School Oversight	<a href="mailto:sheila.barlow@bcssk12.org">sheila.barlow@bcssk12.org</a> 770-775-9480 x8010
Shannon Daniel	Principal, Stark Elementary	School Oversight	<a href="mailto:shannon.daniel@bcssk12.org">shannon.daniel@bcssk12.org</a> 770-775-9470 x7010
Caressa Gordon	Principal, Henderson Middle School	School Oversight	<a href="mailto:caressa.gordon@bcssk12.org">caressa.gordon@bcssk12.org</a> 770-504-2310 x3010
William Rustin	Principal, Jackson High School	School Oversight	<a href="mailto:william.rustin@bcssk12.org">william.rustin@bcssk12.org</a> 770-504-2340 x2010

Coordination and oversight for the grant will be provided by members of the BCSS Literacy Task Force which is comprised of the Superintendent of Schools, the Director of Teaching & Learning, the Director of Human Resources and Federal Programs, the Director of Student Services, principals from all five schools, our P-20 Partners, and members of our local Family Connection Collaborative. The Director of Teaching & Learning serve as the grant administrator to support

the grant and its implementation including oversight on compliance with grant non-negotiables. The LEA has experience with federal programs and budgets and understands how to set up the fundamental supports within the district, schools, and early learning centers so that the grant activities will be carried out on time and within budget. The Director of Teaching & Learning and the Director of Student Services will work closely with the school administrators on coordinating professional learning and implementing literacy initiatives, supervision of external providers, and communication between the schools. The Director of Teaching & Learning will also work with the school-based literacy teams to prioritize needs, create budgets, and establish implementation timelines. All school-based requisitions will be approved by the principal of the school and the Director of Teaching & Learning. All school administrators and the Director of Teaching & Learning will meet monthly to discuss project implementation, vertical alignment, and progress.

Daily implementation of the literacy plan at each school will involve instructional coaches, teacher leaders, assistant principals, and grade/content-level department chairs. The school-based monitoring team will include the building administrators, the grant administrator, and instructional specialists. This team will monitor instruction on quality factors to include: utilization of research-based literacy instruction, differentiation of instruction, student engagement, and use of formative assessment data to inform instruction and interventions. The District Literacy Team will monitor implementation and progress quarterly. All grant purchases will be made in accordance with BCSS financial policies and practices according to State Board of Education rules and regulations in compliance with the laws of the State of Georgia following grant regulations around supplanting and allowable purchases.

The BCSS 5-Year Strategic Plan includes a focus on Literacy that is based on data from our Comprehensive Needs Assessment as well as prior student performance in reading. A primary initiative under Strategic Goal Area I is to install a comprehensive and coherent instructional system that is operationally effective throughout the district. The first action step under this goal directs us to *“develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all students sub-groups and grade levels.”* Recent system investments demonstrate a commitment to the importance of ensuring that every 3<sup>rd</sup> grader is reading on grade level by the end of the 3<sup>rd</sup> grade year. The system has already invested in NWEA’s Measures of Academic Progress (MAP) as well as Scholastic Reading Inventory (SRI) in order to measure student growth in reading and Lexile levels in order to set goals for student achievement. The stakeholders and school and community committees agree that developing strong literacy skills is essential for improving academic performance and increasing the percentage of students who graduate from BCSS ready for college and/or careers. Butts County School’s goal to provide quality professional development for improving literacy instructional practices is directly related to the identified

needs and goals in these grant documents. Awards from the L4GA grant will provide Butts County School System with additional resources and training to continue to work towards our strategic goal areas.

Members of the Butts County Board of Education and superintendent Dr. Todd Simpson are committed to being responsible stewards of both State and Federal funds and have proven track record of that commitment. Butts County has had no programmatic nor procedural audit finding in the past six years. The BCSS controls for spending can be found in our Federal Programs Policy manual which has been reviewed and approved by the Georgia Department of Education Federal Cross-Functional Monitoring Team. The BCSS Finance Department meets monthly with the Superintendent to review expenditures.

Section 8 – Resources, Strategies, and Materials to Support Implementation of Literacy Plans

A primary goal of our BCSS Strategic Plan as well as the professional development that supports it is to grow our teachers in their understanding and skillset as it applies to literacy instruction and thereby increase access to high-quality, evidence-based literacy instruction for every child in Butts County. Our Literacy Task Force leaders will work to identify qualified and effective providers of professional development. We will utilize expert consultants to support our professional learning efforts as a means of providing our teachers with high-quality training. Our teachers have indicated that they are not confident in their knowledge and/or ability to use evidence-based practices for literacy instruction. Our data echoes their concerns. Additionally, we will work to increase the efficacy of our instructional coaches who support the work of the classroom teacher and are tasked with being site-level experts who can offer teachers feedback that will increase student engagement and performance.

As part of our outreach efforts with the L4GA grant, we would like to be able to have some of our P-20 partners (Gordon College) receive stipends and deliver quality professional learning over targeted, evidence-based strategies to early learning providers in the community and system faculty. We would offer this professional learning through a Professor-in-Residence model as well as through virtual and site-based professional learning opportunities. We will also leverage our teacher leaders to provide PL on effective instructional strategies related to literacy. This would be done on system professional learning days and/or by providing teachers release time.

As we identify and secure professional learning that will meet the needs of our teachers and students, we will invite community early learning providers to attend. Additionally, the Director of Teaching & Learning will coordinate with early learning site supervisors to deliver professional learning to Pre-Ks, elementary schools, and secondary schools through a targeted combination of conferences, workshops, literacy institutes, online training and coaching, and site-based training. A scheduled model for redelivery will allow for sustainability. Sustainability will also grow as teacher leaders emerge and assume roles in the community to cultivate learning among their peers and with new teachers.

Resources, Strategies, Materials to Support Literacy Plans		
Resource	Impact on Literacy	Evidence to Support Implementation
<b>Print and Digital Texts</b>	Increasing students’ access to texts will result in improved literacy outcomes for our learners.	Media center circulation records Student achievement data
<b>Consultants</b>	Providing staff access to expert consultants as part of the professional learning process will result in increased content and pedagogical knowledge. Our staff will build an effective skillset in delivering high-quality, evidence-based instruction by early-care providers, teachers, instructional coaches, administrators, and support staff.	Survey data TKES data PLC minutes/agendas Student achievement data

<b>Technology Hardware</b>	Increasing our inventory of computer hardware will allow us to increase the access our students have to digital media during instruction as well as before/after instruction.	TKES data Student achievement data
<b>Technology Software</b>	Providing software that allows us to target individual populations and provide differentiated instruction to support various learners will result in improved literacy outcomes for target student populations.	Student achievement data Sub-group achievement data
<b>Teacher Stipends</b>	Providing stipends to teachers to work during unscheduled, off-contract time allows us to extend professional learning beyond the school calendar. This will allow us to build collective efficacy with our staff in providing high-quality instruction to all students.	PLC agenda/minutes TKES data Professional learning surveys
<b>Furniture/Storage Materials</b>	To house texts and other materials purchased by the L4GA grant.	Organizational effectiveness
<b>Books and Materials to Support Literacy Outreach and Mobile Library</b>	Providing resources to support outreach efforts as well as to outfit a mobile library will increase access to literacy materials and language nutrition throughout Butts County.	Scheduled <i>BCSS Express</i> bus stops. Community event agendas Outreach Kits/Publications
<b>Professional Texts and Resources to Support Professional Learning Initiatives</b>	Providing professional texts and resources through the professional learning platform will increase teacher efficacy and engage teachers in the learning process.	PLC agendas/meeting minutes TKES/LKES data Student achievement data
<b>Resources and Materials to Support Social, Emotional Learning</b>	Increased awareness of the impact of trauma on language acquisition and literacy.	Counselor Plans/Schedules Student Health Survey data
<b>Conference Registration Fees, Travel Expenses, Substitute Teachers</b>	Attending literacy conferences as well as content-specific conferences will result in increased content and pedagogical knowledge for teachers, administrators, and support staff.	Scheduled redelivery to peers Evidence of implementation in walkthrough data TKES/LKES data Student achievement data

Securing the L4GA grant funding will allow us to implement our literacy plans and will result in a community-wide effort to increase access to materials to build strong literacy skills in our children. We will provide access to print and digital media for children in Butts County - from our youngest learners to our high school seniors. We will provide each student high-quality, evidence-based instruction through a

well-trained workforce who are confident in their abilities to support literacy achievement for all learners. Our data will indicate that we are reducing gaps for our most at-risk populations and that all learners in Butts County are demonstrating growth that is competitive with their academic peers nation-wide.

We recognize that the results from our efforts will unfold over time as we develop a collective efficacy and grow a staff with a solid skillset in evidence-based instructional practices. Many of the measures of the success of our project will be anecdotal and based on evidence and artifacts that show the work was done. We will ensure that 100% of our instructional faculty and staff across all grades and content areas will receive literacy-based professional learning. We will monitor this every year of the grant cycle. We currently use a digital professional learning survey instrument that allow us to evaluate the quality of the PL we are providing. In addition to that, teacher surveys, and results from student achievement data will be used to identify professional learning needs and to monitor the overall effectiveness of professional learning. However, the most authentic measure of our efforts will be increases in student achievement. We will seek to improve student achievement outcomes based on the targets outlined in our Five-Year Strategic Plan.

Section 10 – Budget Narrative

Butts County has a critical need to strengthen literacy instruction for all students Birth-12. Because our primary needs relate to teacher training and professional learning, grant funds will be used to provide professional development opportunities to train teachers in high-quality literacy instruction. We realize that we are all responsible for developing a coherent instructional system that provides high-quality literacy instruction; therefore, special focus will be given to equip teachers with skills to teach literacy within their specific content areas. BCSS will also utilize grant funds to strengthen instruction for all students with literacy needs in English Language Arts classrooms. We will use our system’s Five-Year Strategic Plan, our schools’ literacy plans, and our action plan for *Get Georgia Reading* to guide and target L4GA funds to meet the following goals:

BCSS Strategic Goal Area I: Excellence in Student Achievement and Success

Initiatives	
1	Collaboratively develop and implement a common framework of highly effective pedagogy in units and lessons in all classrooms that maximizes digital learning, collaboration, creativity, critical thinking, and communication.
2	Establish structures that provide evidence of instructional revisions occurring in response to student performance.
3	Fully Implement a “Multi-tiered System of Supports” (MTSS) framework to promote and integrate interventions for academic, emotional, social, mental, and physical health for all students.
4	Develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all student sub-groups and grade levels.

We will also utilize grant funds to provide the resources necessary to train families to become literate households. Our school system has been inundated with community support for our literacy initiatives, and we recognize the importance of building capacity with our parents and community partners to ensure that each child has a strong foundation in reading and that parents/family members are equipped with the skills and supports to foster reading at home. Increasing access to books is also a priority for grant funds. After requesting a meeting with the director of our public library and the *Friends of the Library*, we learned that circulation numbers were down and that students were not using the library as a resource. A lack of transportation prevents many of our students from accessing community resources that would increase their literacy skills. BCSS and the community would like to sponsor and support a Bookmobile to get age-appropriate books into the hands of children and to replenish book supplies distributed to students. We also have a need to provide training and support for teachers in the areas of social-emotional learning and trauma-informed classrooms. BCSS will utilize funds in outreach efforts with our community groups to sponsor events that will inspire and motivate the community to promote



literacy. We would like to provide technology support to underserved areas in our community to enable our students without internet to have access to digital texts and other resources.

Budgeted items will include – but will not be limited to – the following:

Budgeted Area	Anticipated Needs
<p><b>Professional Learning Needs</b></p>	<ul style="list-style-type: none"> <li>• Funds to provide substitute teachers for training and professional development during the school day</li> <li>• Stipends for off-contract professional learning and training opportunities that take place outside of the school day/calendar</li> <li>• Contracts for literacy experts for both district-based and school-based professional development</li> <li>• Funds to provide teachers from all content areas to attend content-specific conferences to support literacy instruction in the content areas</li> <li>• Funds to support endorsements/certifications that increase building-level capacity for literacy instruction</li> <li>• Stipends to support teachers attending GADOE Summer Institutes.</li> <li>• Resources such as books/materials to support professional development</li> <li>• Funds to provide training for Universal Screeners/Diagnostic Tools</li> <li>• Funds to provide resources and training for all staff to support the social-emotional needs of our students</li> <li>• Funds to support professional learning on trauma informed classrooms</li> </ul>
<p><b>Birth-5 Needs</b></p>	<ul style="list-style-type: none"> <li>• Additional personnel to support and extend our Parent as Educator Program to meet the needs of more families</li> <li>• Education and training for parents focused on early literacy</li> <li>• Funds to support a mobile library that will provide access to texts and technology for parents/families</li> <li>• Funds to support a summer “Kinder Camp” to engage pre-school parents and families in literacy-rich opportunities</li> <li>• Funds to support community programs that will increase children’s literacy skill before they enter school</li> </ul>
	<ul style="list-style-type: none"> <li>• Resources to provide leveled readers for ELA classroom libraries</li> <li>• Resources to provide texts to support literacy in history/social studies, science, and technical subjects</li> </ul>

Butts County Schools: Budget Narrative

<b>K-12 Needs</b>	<ul style="list-style-type: none"><li>• Funds to support extended learning opportunities (After-School/Saturday/Summer) for struggling readers</li><li>• Funds to support reading/writing workshop models</li><li>• Universal Screeners/Diagnostic</li><li>• Instructional software that support acquisition of literacy skills.</li><li>• Print books and resources</li><li>• Funds to support training for parents/families around supporting students' literacy skills specific to each grade level</li></ul>
<b>P-20 Needs</b>	<ul style="list-style-type: none"><li>• Funds to support collaboration and training between our teachers/paraprofessionals and Gordon College's teacher education program</li></ul>
<b>Grant Administration Needs</b>	<ul style="list-style-type: none"><li>• Central office expenses (supplies and resources) to support grant implementation</li></ul>

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February 10, 2020

To Whom It May Concern:

As the Regional Director of United Way in the Southeast Region, it is my pleasure to write this letter supporting the work of Butts County School District on their development of the Literacy Taskforce, and the collaboration that it represents in the community.

For several years, our organization has had the honor and privilege of a great partnership with staff and students in this District. United Way of Greater Atlanta along with dozens of partners, has developed a set of measures that the community can use to assess how its children, the families that support them and the community that surrounds them, are doing. This enables us to track our progress and determine what levers are the most effective in ensuring “all the children are well.”

Early Childhood Learning and Literacy is very important to our strategies in each of the 13 counties that we do work in. The goals set forth by the District’s Literacy Taskforce aligns directly with our Child Well-being work. We are very committed to working with our partners in developing generations of Strong Readers in our communities.

While the school system can address some of these challenges directly, we know that members of our community have to become engaged in the work. We are delighted to participate as a partner and to serve on one of the four active sub-committees.

We at United Way are in full support of the exemplary work of Butts County Schools and are excited to be an integral partner in improving the lives of children and families in Butts County.

Sincerely,

*Shane A. Persaud*

Shane A. Persaud  
Regional Director | Southeast Region  
Rockdale Co. | Henry Co. | Butts Co.

# BUTTS COUNTY SHERIFF'S OFFICE

**GARY LONG, SHERIFF**

**ARTHUR WHITE, CHIEF DEPUTY**

835 ERNEST BILES DRIVE  
JACKSON, GA 30233  
PHONE 770-775-8216  
FAX 770-775-8236



**MAJOR BEN JAMES**  
FIELD OPERATIONS

**MAJOR JEFF NIX**  
INVESTIGATIVE SERVICES

**MAJOR BILLY WARD**  
JAIL OPERATIONS

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February 10, 2020

To whom it may concern,

It is with great pleasure that I write this letter in support of the Butts County School System and the Literacy for Learning grant application.

We, at the Butts County Sheriff's Office, are proud partners of the Butts County School System and all endeavors of assisting our County's Children in Literacy, and beyond. We are excited about working hand-in-hand with the Butts County School System on many upcoming Literacy projects, but most specifically, the Mobile Library. We feel that making reading more accessible to all children will only assist and encourage learning throughout grade school, and hopefully beyond.

Our agency, together with the Butts County School System, are committed to the betterment of Literacy for all Butts County Children.

Let me know if I can be of further assistance.

Sincerely,

Sheriff Gary Long



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966  
BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON  
Dr. Stephanie L. Gordy, Executive Director



440 Tilney Avenue  
Griffin, GA 30224  
Phone: 770-229-3247  
FAX: 770-228-7316  
www.griffinresa.net

February 5, 2020

To Whom It May Concern:

It is our sincere commitment that we express our support for the Butts County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Griffin RESA commits specifically to working with Butts County Schools by

- Serving on the Community Literacy Task Force
- Providing professional learning to build teacher and leader capacity
- Providing endorsement certification in Reading
- Supporting teachers and leaders with school improvement efforts related to literacy
- Building a culture of literacy that communicates the need for L4GA initiatives

Our agency is dedicated and committed to upholding our mission to provide guidance for growth using relevant resources to encourage excellence for sustainable skills in advancing achievement.

Sincerely,

A handwritten signature in blue ink that reads "Stephanie Gordy".

Dr. Stephanie L. Gordy  
Executive Director  
sgordy@griffinresa.net  
(770) 229-3247



# GA Kidz Pediatrics, PC.

Lezlie F. Biles, M.D.

146 Sylvan Drive • Jackson, Georgia 30233 • 770-775-4540

January 12, 2020

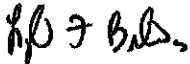
To Whom it may concern:

As the local pediatrician in Jackson, GA, I have developed a strong partnership with the Butts County School System. I work closely with our local school system in many ways from athletics to academics to special needs programs. I am honored to be included as a partner in education and feel very strongly that the Butts County School System deserves grants associated with Literacy for Learning, Leading and Living in Georgia.

Our community is privileged to have a special needs preschool program. This particular program is extremely important to our children who have special needs which allows them to begin school at the age of 3 and receive therapy to help in their development. My office refers children into this program frequently and I have seen firsthand the benefits of starting kids early into this program. Programs like these are a tremendous help to our children within the community that have delays in development and are necessary to improving their future. We are extremely blessed to have such an amazing program in our community.

As the only solo pediatrician in our community over the last 15.5 years, I have developed a close partnership with Butts County School System and realize the benefits of early education and intervention. I look forward to many more years of continued collaboration with the educators and therapists within our school system to help our children grow and develop into prospering adults. My hope is that we can continue to provide and improve our services that our families can obtain to help the development of children in our community.

Sincerely,



Lezlie F. Biles MD  
Owner/Physician of GA Kidz Pediatrics, PC

January 24, 2020

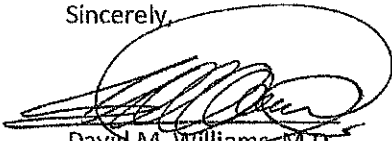
To Whom It May Concern,

As the President of Southside Medical Center, I would like to emphasize our support for and commitment to Butts County School District in their proposal submission for Literacy for Learning, Leading and Living in Georgia (14) grant. Southside Medical Center and Butts County School District have a long-standing partnership focused on the well-being of teachers and students. The Butts County Education Collaborative is a community based approach to improving educational success in the Georgia region. The Collaborative is organized in four developmental action teams across the P-16 continuum (early learning, foundation, independence and pathways). The efforts of the Butts County Early Learning Team are grounded in the Get Georgia Reading model and use the four pillar model as a framework for action with the goal of ensuring all our children begin school ready to learn.

Butts County School District are a critical partner in the Butts County Early Learning Team. This team has begun to develop a coordinated and comprehensive Ecosystem of Care within Butts County to support the early language, learning, and social emotional development of all of our community's young children. The Butts County Early Learning Team has used multiple strategies to gather regional data and information in order to identify existing strengths, gaps that need to be addressed, and duplication of services. Currently, Butts County Schools and selected childcare providers are engaged in an intensive training project for improved early identification, assessment and intervention for young children who are at risk for social emotional vulnerabilities such as autism. Through this partnership, a successful train-the-trainer model is utilized to expand our ability to provide highly effective community and school based interventions and increase community capacity and sustainability.

Together, Butts County School District and other community agencies have begun a collaborative infrastructure that will support our children, families, and teachers (both pre-service and in-service) in ensuring all of our children are reading proficiently by third grade and ultimately will be college and career ready upon graduation. Again, Southside Medical Center strongly supports Butts County School District and our partnership in systemic improvements for professional learning and building capacity for language and literacy development.

Sincerely,



David M. Williams, M.D.  
President/CEO



January 17, 2020

To Whom It May Concern:

Butts County Department of Family and Children Services supports the collaborative work of the Butts County School system and other community partners as they work to address literacy issues in the community.

The Butts County school system has developed and implemented a literacy task force that is bringing community partners together in order to address the literacy issues within the county. Butts County Department of Family and Children Services is committed to participating and executing the strategic action items that are implemented during the task force meetings. Increasing literacy in the community will help strengthen families and children lives which directly influences the work that Butts County DFCS does within the community. We are strongly support this initiative.

Thank you,

A handwritten signature in blue ink that reads "Holly Line".

Holly Line  
Butts County DFCS Director

# Operation Lunchbox, Inc

---

113 Park 42 Drive Suite C  
Locust Grove, GA 30248

**Phone: 678-333-4900**

[www.OperationLunchbox.org](http://www.OperationLunchbox.org)

[admin@operationlunchbox.org](mailto:admin@operationlunchbox.org)

01/28/2020

**To whom it may concern,**

Operation Lunchbox Inc, a non profit organization, collaborates with the Butts County School Board in providing groceries to students who are food insecure. We have worked with Butts County School Board for 5 years. We collaborate with many different people in the school system. We serve several counties however Butts County was one of our first.

We support Butts County and their building and developing the Literacy Task force!

Sincerely,



**Jennifer Newman**

---

**#KidsGottaEat**

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# The Friends of the Jackson-Butts County Library

436 East College Street, Jackson, GA 30233

January 23, 2020

To whom it may concern:

The *Jackson-Butts County Friends of the Library* chapter strongly supports programs in our local public library and community that encourage the love and appreciation of books. As a non-profit organization, we routinely use funds that we raise to assist the library and community in promoting literacy.

A recent example of this endeavor took place during this past Christmas season when our group purchased 66 books to give to our McIntosh Trail Head Start program as gifts for the children. In addition, we purchased books that were given to the library's regular Tuesday morning pre-school reading group. We believe that literacy begins in infancy and we wanted these young children, even babies, to have the privilege of owning their own books.

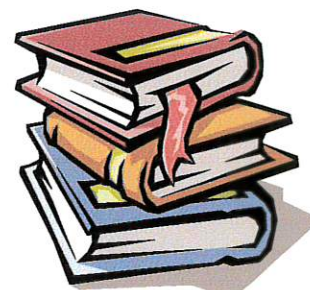
Our *Jackson-Butts County Friends of the Library* group strongly supports the Butts County School System's Literacy Task Force efforts to promote literacy in our community.

Sincerely,  
Pamela Stevenson

A handwritten signature in black ink that reads "Pam Stevenson".

Secretary

*Promoting, enhancing and expanding  
library services within our community!*



January 9, 2020

To Whom It May Concern:

It is with great pleasure that I am able to write a letter of support for the Butts County School District.

Recently, we partnered with the district in the development of their Literacy Taskforce. The main focus of the taskforce is to coalesce community members and organizations around improving literacy development in Butts County. I can attest that the program is going to be incredibly beneficial for that community. The leaders of the district are innovative scholars who are dedicated to improving children's lives. The School of Education is honored to join the district in this noteworthy program.

For years, the district has played an integral role in helping Gordon State's School of Education prepare future teachers. Each year, the district welcomes our teacher candidates into their schools. Our candidates are better prepared for the realities of the profession because of the teachers and leaders within the district.

Moreover, a member of the district's leadership team is also a member of the School of Education Advisory Board. One of the main purposes of this board is to discuss the schooling process across the state and to help the School of Education devise programs to meet the needs of school districts and communities. This board member is a valuable asset. Her involvement will have a great influence on the development of new and innovative programs in the School of Education.

As a product of the Butts County School District, I am dedicated to strengthening the partnership between the School of Education and the Butts County School District. We have some exciting endeavors planned. Together, we will continue to improve the lives of the community.

If I may be of further service, please advise.

Sincerely,



Joseph R. Jones, PhD  
Dean, School of Education  
Gordon State College



January 16, 2020

To Whom It May Concern:

Butts County Ferst Readers is supportive of the collaborative work of the Butts County School System as they implement the Literacy Task Force, focusing on early childhood literacy. Our program strives to increase access to literacy and encourage reading in the home. This work falls directly in line with our mission.

We currently serve 261 children in the Butts County Community between the ages of 0-5. Our hope, by partnering with Butts County Schools in their efforts, is to double that number.

Ferst Readers is a proud supporter and partner of the Butts County Schools Literacy Task Force. Collaboratively, we will make a difference in our communities literacy needs.

Sincerely,

*Bridget Daniels*

Bridget Daniels

Vice Chair, Ferst Readers

Ferst Readers  
PO Box 147  
Jackson, GA 30233  
770-775-5829  
buttscolet@gmail.com



PO. Box 976 • 151 N. Mimosa Lane• Jackson, GA 30233  
Telephone: 770-775-5829  
E-Mail: buttscolet@gmail.com

January 16, 2020

To Whom It May Concern:

I am writing on behalf of the Butts County Life Enrichment Team in support of the new Literacy Task Force with Butts County Schools. We continue to be strong supporters of childhood literacy efforts and programs that aid in educating our community on its importance. We fully support the Butts County Schools in their efforts to begin this extremely needed task force.

We have a low birth weight prevention program that ties directly into the work being done by the task force. Our collaborative efforts will help us expand upon the work being done and be able to reach even more community members.

The Butts County Life Enrichment Team is a proud partner and supporter of Butts County Schools in their work towards enhanced childhood literacy. This collaborative work of the task force will only help enrich the lives of our children, better preparing them for not only school, but life after.

Sincerely,

A handwritten signature in cursive script that reads "Ann-Marie Pope".

Ann-Marie Pope  
Executive Director



***Let's Wrap***  
**Jackson United Methodist Church**  
**P. O. Box 1880**  
**Jackson, GA 30233**

January 17, 2020

To Whom it May Concern:

The *Let's Wrap* coat project is one of the missions of Jackson United Methodist Church in Jackson, Georgia which was begun in 2008 in order to provide new coats and gloves for children in need in the Butts County elementary schools as well as the children in our local Head Start Program. Children who are warm on cold winter days are better able to concentrate and learn, and this project was started to meet that basic need.

New coats are purchased by co-chairs throughout the year with donated funds from local citizens, churches and community service clubs. In the fall, usually in October, one day is allotted for children to select their coats at the designated schools. Approximately 350 new coats are given away each year.

The *Let's Wrap* co-chairs annually work closely with the Jackson-Butts County School System and the Department of Family and Children Services at McIntosh Trail's Head Start Program to ensure that children in need receive their coats and gloves. Susan Sarsany, our school system's social worker, plays a key role in communicating with each school's administrators, counselors and teachers to identify children so that our *Let's Wrap* team will be sure to have correct numbers and sizes in our inventory. She also helps coordinate dates and times that are compatible to each school's schedules for these special coat days in October.

This important program is made possible because of the coordination of efforts in our community between the Butts County School System, churches, community service clubs, and many volunteers.

Sincerely,

Pam Stevenson  
Stephanie Owen

Co-Chairs, *Let's Wrap*

*Beverly's Nursery & Day Care*  
*315 Covington St.*  
*Jackson, Ga. 30233*

Beverly Stewart, Pres.  
Owner & Director

Phone: 770-775-4641  
Email: [msbev123@bellsouth.net](mailto:msbev123@bellsouth.net)

January 9, 2020

To Whom It May Concern,

As the Owner & Director of Beverly's Nursery & Day Care Center that has a Ga. Lottery Pre-K Class and a Private STEM (Science, Technology, Engineering, Math) Pre-K Class, I would like to emphasize my support and commitment to the Butts County Schools System in their proposal submission for the Literacy for Learning, Leading and Living in Georgia Grant.

Over the past twenty five years my Child Care Center has had a strong partnership with the Butts County School System in the focus on the development of young children's language and literacy through the Ga. Lottery Pre-K Program and recently the Private STEM Pre-K Class.

I am honored to be included in this collaborative infrastructure that will support our children and teachers to ensure our students are reading proficiently as they continue their education in preparation of their chosen careers as adults.

Respectfully submitted

Beverly Stewart  
Owner & Director

*JACKSON PRESBYTERIAN CHURCH*  
*P.O. Box 664      240 N. Oak St.      Jackson, GA 30233*



January 12, 2020

To whom it may concern,

As the pastor of Jackson Presbyterian Church and as a retired educator, I am pleased to share my support for the Literacy for Learning, Leading, and Living grant. In my former occupation, I served as the college adviser for a large public school system. My responsibilities included helping students prepare for college testing as well as completing college applications and applying for scholarships. I routinely conducted middle and high school workshops on the importance of reading and vocabulary to the college admission process, often sharing lists of recommended reading for children as young as sixth grade. We found that when students began preparing early and made reading a lifelong love, test scores increased, college acceptances were more likely, and scholarships were easier to acquire.

Recently, our church set a goal of providing the local school system 296 books to go home with students in weekend food back packs. Despite the small size of our congregation, we easily hit our goal within three weeks. I have never seen the congregation more excited about a ministry project!

We are honored and proud to be a part of this effort to help children and students to excel in our community.

Cordially,

Rev. Becky Baker, Pastor  
Jackson Presbyterian Church



565 Recreation Drive, Jackson, GA 30233

Phone (770) 775-4293 Fax# (770) 775-4350 Website: [www.mtecdc.org](http://www.mtecdc.org)

Tajuannya Tripp  
Head Start/EHS/Pre-K Program Director

Elaine Brown  
Executive Director

January 7, 2020

To Whom It May Concern:

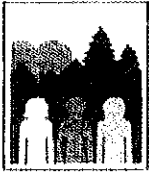
McIntosh Trail Early Childhood Development Council (Head Start/Early Head Start Program) supports the collaborative work of Butts County Schools System as they strive to increase literacy for children and young adults in our community. MTECDC, Inc. is a nonprofit agency serving children birth to five year old children and low income families by providing services designed to support early childhood education. Our free program serves 7 different counties and over 490 children.

We are continuously looking for ways to better meet the needs of our children and families we serve through literacy training and preparing them for School Readiness. By partnering with the Butts County Schools System our agency can help address literacy challenges and minimize barriers to learning for our children and families, through distribution of resources and other materials provided by Butts County Schools System to help prepare preschool children for elementary school.

We look forward to building and strengthening our partnership with the Butts County School System to facilitate this meaningful initiative for Butts County children and families we serve.

Sincerely,

Gary L. Johnson  
Family Services & Community Engagement Administrator/Data Specialist



## **McIntosh Trail**

Behavioral Health ♦ Developmental Disabilities  
Community Care for Individual Needs

*Serving Counties: Butts, Fayette, Henry, Lamar, Pike, Spalding, Upson*

Butts County Counseling Center  
463-B Ernest Biles Drive  
Jackson, GA 30233  
770-358-5252  
678-774-0893 fax

January 3, 2020

### To Whom It May Concern:

McIntosh Trail CSB, Butts County Counseling Center, supports the collaborative work of the Butts County School System and other community partners as they work to address literacy issues in the community. McIntosh Trail is a public entity created by the Georgia legislature in 1993 to provide mental health, developmental disability, and addictive diseases services in seven counties, including Butts.

Butts County School System is building and developing the Literacy Task Force, whose primary goal is to bring community partners to the table and create a joint awareness along with commitment to address literacy issues in our community. Together, Butts County Schools Systems and other community partners including McIntosh Trail CSB have begun the foundational work of building this infrastructure for the Literacy Task Force. McIntosh Trail CSB, Butts County Counseling Center, strongly supports Butts County School System and our partnership in developing literacy in our community.

Sincerely,

*Lindsey Wold, LPC, CPCS*  
Lindsey Wold, LPC, CPCS  
Director, Butts County Counseling Center





Georgia Department of Public Health  
 District 4 Public Health  
 Butts County Health Department

J. Patrick O’Neal, MD, Commissioner | Nathan Deal, Governor

Olugbenga Obasanjo, M.D., PhD, MPH, District Health Director

Butts County Health Department

463 Ernest Biles Drive Ste. A, Jackson, Georgia 30233

Phone: (770) 504-2230 • Fax: (770) 504-2229

www.district4health.org

December 13, 2019

To Whom It May Concern:

Butts County Health Department is supportive of collaborative work of the Butts County School System as they implement a new task force, with focus of enhanced childhood literacy. Butts County Health Department aims to protect and improve the health of our community through the prevention of disease, the promotion of healthy behaviors, access to quality services, strong community partnerships, and disaster preparedness.

Statistically, 85% of brain development occurs within the first 3 years of life. Butts County Health Department and WIC currently educate parents and caregivers through curriculum of Talk With Me Baby. Language nutrition to grow a healthy brain is as crucial as a nutritive diet for a healthy body.

We continuously strive to better meet the needs of our patients, families, and the community we serve. The collaborative work of the literacy task force can only help enrich vocabulary and communication so that our children have the best advantage for fostering continual learning from K-12.

Sincerely,

Krystle Whitten  
 County Nurse Manager

District 4 Public Health

Serving Butts, Carroll, Coweta, Fayette, Heard, Henry, Lamar, Meriwether, Pike, Spalding, Troup and Upson Counties

# Application: Butts County Stark Elementary

Fran Dundore - dundoref@bcssk12.org  
L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000220  
**Last submitted:** Feb 10 2020 03:17 PM (EST)

## School Profile

**Completed** - Feb 10 2020

## B5 Project/School Profile

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

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### B5 Project/School Information

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

System Name	Butts County Schools
School or Center Name	Stark Elementary
System ID	618
School ID	0108

## 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

48

## Number of Paraprofessionals or Teaching Assistants in School

15



## Principal or Director

Name	Shannon Daniel
Position	Principal
Email	<a href="mailto:shannon.daniel@bcssk12.org">shannon.daniel@bcssk12.org</a>
Phone	770-775-9470

## L4GA 2019 School Contact

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

Name	Shannon Daniel
Position	Principal
Email	<a href="mailto:shannon.daniel@bcssk12.org">shannon.daniel@bcssk12.org</a>
Phone	770-775-9470

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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

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

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

[LiteracyPlanStarkElementary](#)

Filename: LiteracyPlanStarkElementary.pdf Size: 397.4 kB

# Application: Butts County Jackson Elementary

Fran Dundore - dundoref@bcssk12.org  
 L4GA 2019 Grant Applications To Review

**Summary**

**ID:** 0000000224  
**Last submitted:** Feb 10 2020 03:21 PM (EST)

## School Profile

Completed - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Butts County Schools
School or Center Name	Jackson Elementary School
System ID	618
School ID	(No response)

## Non-traditional Grade Configuration

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

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

No

## Level

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

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

Elementary (K-5, Primary, Elementary)

## Number of Certified Teachers in School

42

## Number of Paraprofessionals or Teaching Assistants in School

12

## Principal or Director

Name	Sheila Barlow
Position	Principal
Email	<a href="mailto:sheila.barlow@bcssk12.org">sheila.barlow@bcssk12.org</a>
Phone	770-775-9480

## L4GA 2019 School Contact

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

Name	Sheila Barlow
Position	Principal
Email	<a href="mailto:sheila.barlow@bcssk12.org">sheila.barlow@bcssk12.org</a>
Phone	770-775-9480

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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

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- 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

[LiteracyPlanJacksonElementary](#)

Filename: LiteracyPlanJacksonElementary.pdf Size: 464.9 kB

# Application: Butts County Jackson High School

Fran Dundore - dundoref@bcssk12.org  
 L4GA 2019 Grant Applications To Review

## Summary

**ID:** 0000000244  
**Last submitted:** Feb 10 2020 03:59 PM (EST)

## School Profile

**Completed** - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Butts County Schools
School or Center Name	Jackson High School
System ID	618
School ID	0190

## 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

66

## Number of Paraprofessionals or Teaching Assistants in School

8

## Principal or Director

Name	William Rustin
Position	Principal
Email	<a href="mailto:rustinw@bcssk12.org">rustinw@bcssk12.org</a>
Phone	770-504-2340

## L4GA 2019 School Contact

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

Name	William Rustin
Position	Principal
Email	<a href="mailto:rustinw@bcssk12.org">rustinw@bcssk12.org</a>
Phone	770-504-2340

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

[LiteracyPlanJHS](#)

Filename: LiteracyPlanJHS.pdf Size: 1.2 MB

# Application: Butts County Henderson Middle

Fran Dundore - dundoref@bcssk12.org  
 L4GA 2019 Grant Applications To Review

**Summary**

**ID:** 0000000228  
**Last submitted:** Feb 10 2020 03:33 PM (EST)

## School Profile

**Completed** - Feb 10 2020

## B5 Project/School Profile

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

### B5 Project/School Information

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

System Name	Butts County Schools
School or Center Name	Henderson Middle School
System ID	618
School ID	0100



## Non-traditional Grade Configuration

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

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

No

## Level

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

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

Middle (6-8)

## Number of Certified Teachers in School

52

## Number of Paraprofessionals or Teaching Assistants in School

5

## Principal or Director

Name	Caressa Gordon
Position	Principal
Email	<a href="mailto:caressa.gordon@bcssk12.org">caressa.gordon@bcssk12.org</a>
Phone	770-504-2310

## L4GA 2019 School Contact

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

Name	Caressa Gordon
Position	Principal
Email	<a href="mailto:caressa.gordon@bcssk12.org">caressa.gordon@bcssk12.org</a>
Phone	770-504-2310

## L4GA 2019 B5 Project/School Literacy Plan

**Completed** - Feb 10 2020

### **Please Upload:**

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

## [LiteracyPlanHMS](#)

**Filename:** LiteracyPlanHMS.pdf **Size:** 497.2 kB

## **Butts County School System - Jackson Elementary School Literacy Plan**

### **School History**

At Jackson Elementary, we strive to optimize the potential of every student. The leadership team at JES recognizes the importance of making the school's mission, vision, and purpose clear to all stakeholders so that we know, at all times, where we are headed and why. Jackson Elementary proudly serves 541 students in grades Pre-K-5. JES student demographics are 39% Black, 6.8% Hispanic, 6.1% Multi-Racial, and 46.4% White. Our school is part of a Title I system. BCSS is a Community Eligibility Provision (CEP) system, and we are considered 100% Economically Disadvantaged; therefore, we do not have individual applications to determine eligibility for Free/Reduced lunch.

### **Administrative and Teacher Leadership Teams**

Jackson Elementary School is led by Principal Sheila Barlow and Assistant Principal Heather Stamoules. All administrators hold advanced degrees in educational administration. The school is also supported by instructional coach, Emily Marlow. The School Core Leadership Team is comprised of teachers and leaders who lead the implementation and measurement of the success of the school literacy plan and improvement process. This Leadership Team disseminates information to the faculty from their meetings and receives input and information to present back to the leadership team.

### **Community Assets**

JES is proud to have community support from a variety of sponsors and partners in education. We have an active school council made up of teachers, community members, and parents who support our initiatives and provide feedback on our improvement plans. As a result of the work of the district's Literacy Task Force, we are continuing to build partnerships with our early learning centers, community churches, the public library, and Gordon College. These combined efforts will support our school and our school families, many of whom live in isolated, rural areas and do not have access to texts (print or digital) outside of the school day. We also have a Parents as Educator (PAT), Ms. Sheryl Warner, who is employed to support our Early Learning Collaborative. Ms. Warner works with our families to support early literacy efforts by supporting and engaging their parents and caregivers through a formal system of support and innovative solutions.

### **Need for the Grant**

We have a lot to be proud of at JES, but we also have a lot of work left to do. We are proud of the gains our students are making in mastering content in relation to the Georgia Standards of Excellence, but we continue to fall behind the State average. That gap is widest in our Black and SWD subgroups, where those disparities and the need for additional supports becomes emergent.

# Butts County School System - Jackson Elementary School Literacy Plan

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

55.1  +0.4

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	56.5
STATE SCORE	67.6

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS <small>99.21% Participation Rate</small>	46.82	 +0.11
MATHEMATICS <small>99.21% Participation Rate</small>	66.74	 +0.22
SCIENCE <small>100.00% Participation Rate</small>	53.06	 +1.85
SOCIAL STUDIES <small>100.00% Participation Rate</small>	46.95	 -0.04

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

**ACHIEVEMENT LEVELS**

SCORES, TARGETS, AND FLAGS

**ENGLISH LANGUAGE ARTS**

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> <small>99.21% Participation Rate</small>	37.71%	35.59%	22.03%	4.66%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> <small>N/A Participation Rate</small>	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> <small>Too Few Students Participation Rate</small>	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> <small>98.15% Participation Rate</small>	50.00%	37.50%	10.58%	1.92%
<b>HISPANIC</b> <small>100.00% Participation Rate</small>	25.00%	43.75%	25.00%	6.25%
<b>MULTI-RACIAL</b> <small>100.00% Participation Rate</small>	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> <small>100.00% Participation Rate</small>	26.53%	32.65%	33.67%	7.14%
<b>ECONOMICALLY DISADVANTAGED</b> <small>99.21% Participation Rate</small>	37.71%	35.59%	22.03%	4.66%
<b>ENGLISH LEARNERS</b> <small>100.00% Participation Rate</small>	13.33%	53.33%	20.00%	13.33%
<b>STUDENTS WITH DISABILITY</b> <small>93.94% Participation Rate</small>	65.52%	24.14%	10.34%	0.00%

# Butts County School System - Jackson Elementary School Literacy Plan

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

58.3  +2.7

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE  
STATE SCORE

33.3  
73.8

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

**SUMMARY OF FLAGS**

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

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

**LEGEND**

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

**Goal Area 1: Family and Community Partnerships**  
**Increase family and community awareness, involvement, and participation at all grade levels.**

Concern: Is there a continuation of support all the way through 12th grade?

Data collected from the Georgia Literacy Plan Needs Assessment indicates that partnerships with families and community stakeholders is either Emerging or Not Evident

**Current Practices:**

- Beginning stages of Literacy Task Force
- Family Reading Night at the Public Library
- Student Libraries donated by PTO

**We Plan to Implement:**

- Books and Breakfast-students participate in a read aloud with school volunteers

## Butts County School System - Jackson Elementary School Literacy Plan

Measurable Outcomes:

- Increased scores on Kindergarten Readiness
- Increased GKIDS beginning of the year scores

### **Goal Area 2: Engaged Leadership:**

**Establish a Leadership Literacy Team to monitor the school's literacy plan and set goals for literacy in the school.**

Concern: Administration and leadership being able to participate and support instructional practice in literacy.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that we are Emerging in all 3 sub sections of Building Block 2.

Current Practices:

- Administration communicates with Instructional Leaders about literacy instruction
- Annual analysis of summative student data

We Plan to Implement:

- Administration participating in and redelivery of professional learning to support evidence based literacy instruction
- Monthly school literacy leadership team meetings to consistently support and improve educator practices relating to literacy instruction
- The Literacy Leadership team along with administration will analyze student achievement data and communicate results to all stakeholders through presentations and brochures annually
- 

Measurable Outcomes:

- Data from MAP, STEEP, and Reading Inventory
- Minutes and sign in sheets from Literacy Leadership Team meetings
- Sign in Sheets from literacy based professional learning by Administration
- Sign in sheets from professional learning on evidence based literacy instruction lead by administration
- Data presentation presented by the Literacy Leadership Teams
- Percentage of students scoring Proficient on the Georgia Milestones

### **Goal Area 3: Continuity of Instruction:**

**Improve levels of reading proficiency by ensuring that all students make at least the expected yearly growth in reading and writing ability each year.**

Concern: One area of concern is the continuation of literacy development and support all the way through 12th grade. There also appears to be a lack of formal plans for consistent communication and support of families and childcare entities for early learning.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that it is Not Evident that there is a formal plan in place to connect families to schools and childcare

## Butts County School System - Jackson Elementary School Literacy Plan

entities. We also rated cross-disciplinary teams ensure a consist literacy focus as Not Evident.

### Current Practices:

- Family Enrichment
- Ferst Foundation
- Established literacy blocks
- School visits when students transition from Day Care facilities to Kindergarten and from Elementary to Middle School
- Community organizations that provide support to schools and students through tutoring and mentoring sessions (First Baptist Church, Rock Springs, Abundant Life)
- Monthly Sight Word Parades for K-2nd grade students to encourage sight word goals
- Reading Counts Incentives and quarterly awards
- Tier 1 Instructional Focus of by grade level:  
K-2: phonics and sight words  
3-5: fluency and comprehension

### We Plan to Implement:

- Cross-disciplinary teams to examine student work and collaborate on literacy (both reading and writing) instruction and goals
- Free Little Book Library
- Consistent common assessments in areas of literacy
- Phonics Planning/Implementation Committee
- K-2 systematic phonics approach

### Measurable Outcomes:

- MAP Data
- STEEP Data
- Write Score Data
- Reading Inventory/Lexile Data
- Common assessments data
- Lesson plans with a Tier 1 focus

### **Goal Area 4:**

**Ongoing Formative and Summative Assessments including Tiered Interventions for all Students: Staff will be proficient in using assessment data to improve student learning.**

Concern: The low percentage of students that receive literacy screenings from birth to age 5 other than the Kindergarten Readiness Check.



## Butts County School System - Jackson Elementary School Literacy Plan

Data collected from the Georgia Literacy Plan Needs Assessment indicates that few, if any students receive literacy screeners and that is not evident that “At-risk” students identified by literacy screeners are followed by diagnostic assessments.

Current Practices:

- Kindergarten Readiness Checks
- STEEP assessments and data analysis
- RtI/MTSS for Tier 2 and Tier 3 students
- MAP screeners
- Write Score

We Plan to Implement:

- *HMH Phonics Inventory to assess proficiency levels for decoding, sight word recognition, and comprehension*

Measurable Outcomes:

- MAP
- STEEP
- Georgia Milestones
- Write Score
- Lexile data from MAP and Georgia Milestones

### **Goal Area 5:**

**Tiered Supports: Teachers will provide learning opportunities for diverse learners by focusing on active and independent learning.**

Concern: Students are not consistently receiving effective writing instruction across all content areas.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that we are emerging in effective writing instruction across content areas, limited access to print, and teacher implementation of writing professional development.

Current Practices:

- RtI/MTSS
- Write Score
- Targeted interventions
- Differentiation for all students
- DEAR (Drop Everything And Read)

We Plan to Implement:

- continued professional development for literacy instruction and interventions
- 

Measurable Outcomes:

- lesson plans with a focus on writing instruction in all content areas

## Butts County School System - Jackson Elementary School Literacy Plan

- Write Score
- Georgia Milestones data

### **Goal Area 6:**

#### **Professional Learning in Literacy Instruction:**

**Provide opportunities for staff to engage in ongoing and intensive professional learning to discuss evidenced based instruction in literacy.**

Concern: Limited discussion across all content areas of evidence based instruction in reading and writing. Limited collaborative work in analysis of student work and data.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that teachers are Exemplary in displaying evidence based instruction in their daily practices. Administrative personnel and ALL personnel need to participate in professional learning on all aspects of literacy instruction.

#### Current Practices:

- Write Score Assessment practice in Grades 3-5
- Write Score lessons in Grades 3-5
- RACE and RAFT writing strategies
- TAG Writing Strategies (Tell me something the author did well, Ask a question, Give feedback)

#### We Plan to Implement:

- Professional development of literacy instruction in ALL content areas, even for departmentalized grade levels
- Professional development in phonics instructions for all K-5th grade teachers

#### Measurable Outcomes:

- GKIDS Readiness
- Lexile data from MAP, Georgia Milestones, and Reading Inventory
- Write Score

Butts County School System  
Stark Elementary Literacy Plan

**School History**

Stark Elementary is proud to serve the Stark Community in Butts County. We are situated in the middle of the county and serve students from the Jackson Lake community. Stark Elementary serves 618 students in grades Pre-K-5. SES student demographics are 27.8% Black, 2.1% Hispanic, 7.0% Multi-Racial, and 62.8% White. Our school is part of a Title I system. BCSS is a Community Eligibility Provision (CEP) system, and we are considered 100% Economically Disadvantaged; therefore, we do not have individual applications to determine eligibility for Free/Reduced lunch.

**Administrative and Teacher Leadership Teams**

Stark Elementary School is led by Principal Shannon Daniel and Assistant Principal Lucinda Brackett. All administrators hold advanced degrees in educational administration. The school is also supported by instructional coach, Lynn Custer. The School Core Leadership Team is comprised of teachers and leaders who lead the implementation and measurement of the success of the school literacy plan and improvement process. This Leadership Team disseminates information to the faculty from their meetings and receives input and information to present back to the leadership team.

**Community Assets**

Stark Elementary School is proud to have community support from a variety of sponsors and partners in education. We have an active school council made up of teachers, community members, and parents who support our initiatives and provide feedback on our improvement plans. As a result of the work of the district's Literacy Task Force, we are continuing to build partnerships with our early learning centers, community churches, the public library, and Gordon College. These combined efforts will support our school and our school families, many of whom live in isolated, rural areas and do not have access to texts (print or digital) outside of the school day. We also have a Parents as Educator (PAT), Ms. Sheryl Warner, who is employed to support our Early Learning Collaborative. Ms. Warner works with our families to support early literacy efforts by supporting and engaging their parents and caregivers through a formal system of support and innovative solutions.

**Need for the Grant**

We have a lot to be proud of at SES, but we also have a lot of work left to do. We are proud of the gains our students are making in mastering content in relation to the Georgia Standards of Excellence, but we continue to fall behind the State average. That gap is widest in our Black and SWD subgroups, where those disparities and the need for additional supports becomes emergent.

# Butts County School System Stark Elementary Literacy Plan

HOW DID THE SCHOOL PERFORM ON  
CONTENT MASTERY?

**58.0** ↑ +1.0

HOW DID THE DISTRICT AND STATE  
PERFORM?

DISTRICT SCORE	56.5
STATE SCORE	67.6

HOW DID THE SCHOOL PERFORM ON EACH  
CONTENT AREA?

ENGLISH LANGUAGE ARTS <small>100.00% Participation Rate</small>	55.50	<span style="color: green;">↑</span>	+0.48
MATHEMATICS <small>100.00% Participation Rate</small>	56.26	<span style="color: green;">↑</span>	+0.47
SCIENCE <small>100.00% Participation Rate</small>	63.97	<span style="color: green;">↑</span>	+7.41
SOCIAL STUDIES <small>100.00% Participation Rate</small>	65.12	<span style="color: red;">↓</span>	-1.55

HOW DID THE SCHOOL PERFORM ON  
CLOSING GAPS?

**50.0** ↑ +12.5

HOW DID THE DISTRICT AND STATE  
PERFORM?

DISTRICT SCORE	33.3
STATE SCORE	73.8

HOW WELL DID STUDENT GROUPS IN THE  
SCHOOL MEET IMPROVEMENT TARGETS?

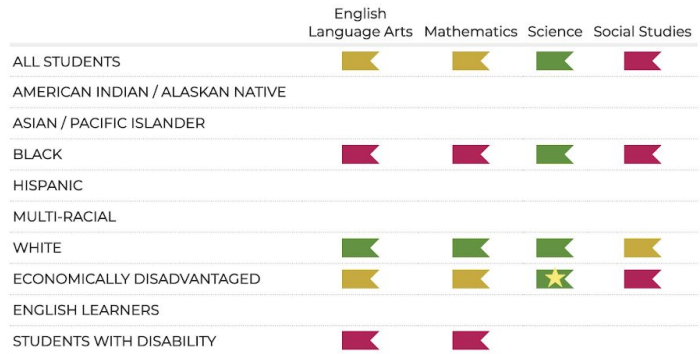
**SUMMARY OF FLAGS**

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES



**LEGEND**

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

# Butts County School System Stark Elementary Literacy Plan

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

**PROGRESS LEVELS**      SCORES

**ENGLISH LANGUAGE ARTS**

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	27.61%	14.18%	20.15%	38.06%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	32.56%	23.26%	16.28%	27.91%
HISPANIC	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE	29.49%	10.26%	20.51%	39.74%
ECONOMICALLY DISADVANTAGED	27.61%	14.18%	20.15%	38.06%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	58.82%	5.88%	5.88%	29.41%

### Goal Area 1: Community Partnerships

SES will work to increase stakeholder engagement and build a community of support for literacy to improve student achievement in literacy.

**Concern:**

There is a concern with consistently meeting and sharing an effective approach to early literacy. (Birth through 5th Grade)

Butts County School System  
Stark Elementary Literacy Plan

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, SES is emerging in the area of Community partnerships. SES works with the Butts County Counseling Center and Churches in the community to provide counseling, mentoring, club opportunities, and food programs consistently PreK-5th Grade. SES needs to implement, monitor, and sustain an effective approach to early literacy birth through 5th Grade.

Current Practices:

- A fall Student Led Conference Night was held for students to share with parents their current achievement level, learning goals for the year, and steps to achieve those goals.
- Every Monday, Wednesday, and Friday Stark Bedtime Stories air on social media.
- Preschool SLP at SES works hand-in-hand with daycares, local health department, and local pediatrician in community to identify students with special educational needs. These students are evaluated and served in BCSS within their daycare or services are provided at SES.
- Butts County Counseling Center serves Stark students during the school day that need social emotional counseling services. They will also come to SES to support students in crisis.
- Good News Club is sponsored weekly by a church in the community to build self esteem and character.
- CHAMPS is sponsored by the Butts County Sheriff's Department and meets with 5th grade monthly to help build character and responsibility.
- 4-H meets with 5th grade monthly to engage youth to reach their fullest potential while advancing the field of youth development.
- Boys on the Move is a club for boys in grades 3-5 sponsored by a community partner and SES teachers to build character through sports. This club meets weekly.

We Plan to Implement:

- SES will develop the SES Literacy Task Force including all stakeholders. This task force will review data, develop literacy goals and work to support literacy within the SES community so that we achieve those goals.
- The SES Literacy Task Force will work with the Butts County Library to develop a monthly literacy newsletter. This newsletter will be distributed to all families of SES and community members. Resources and community supports will be highlighted along with tips for families with teaching literacy at home.
- Literacy Night will be held in conjunction with student led-conference night. Free reading materials and resources will be provided to stakeholders to support literacy in the community.

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- Social Media will continue Stark Bedtime Stories and be used to communicate goals of literacy to all stakeholders.

Measurable Outcomes:

- Invites, Agendas, Sign-in Sheets, Meeting Notes
- Newsletters
- Invites, Sign-in Sheet, Resources/Materials Distributed
- Social Media Posts

Goal Area 2: Engaged Leadership

SES will focus on literacy K-5 across all content areas. Administrators and teachers will learn and implement research based literacy instruction.

Concern:

There is a need for SES to create a Literacy Task Force to focus on curriculum and literacy instruction. All stakeholders would be invited to participate on the task force to look at data, set goals, and work to improve literacy.

Butts County School System  
Stark Elementary Literacy Plan

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, SES is emerging in the area of Engaged Leadership. SES is committed to providing researched based instruction to staff. 2019-2020 has focused on engaging and rigorous instruction PL. Administration meets monthly with grade levels teachers to analyze student data and the effectiveness of literacy instruction.

Current Practices:

- Administrator participates with staff monthly in professional learning on research based instructional practices
- Master Schedule that allows for collaborative planning K-5
- Monthly Data Talks grades K-5
- Communication of student data and the effectiveness of literacy instruction is shared with teachers, students, parents/guardians grades K-5

We Plan to Implement:

- Administrator will participate with staff monthly in professional learning on research based instructional practices in literacy.
- SES will develop the SES Literacy Task Force organized by the administrator. This task force will review data, develop literacy goals and work to support literacy within the SES community to actively affect change in educator practices.
- Communication of student data and the effectiveness of literacy instruction with all stakeholders.
- The SES Literacy Task Force will work to develop a monthly literacy newsletter. This newsletter will highlight information about school data and effective literacy instructional practices with staff and stakeholders (Birth through 5th Grade)

Measurable Outcomes:

- Agendas, Sign-in Sheets, Resources from Literacy PL
- Thursday Folder Sign-off Sheets, Weekly Email Communications, Progress Reports, Report Cards, Parent/Teacher Conference Minutes, School Council and PTO Minutes
- Master Schedule
- Monthly Data Analysis Tool Sheets
- Invites, Agendas, Sign-in Sheets, Meeting Notes from Literacy Task Force
- Literacy Newsletter



Butts County School System  
Stark Elementary Literacy Plan

Goal Area 3: Continuity of Instruction

Ensure all students make at least projected yearly growth in reading ability by improving levels of reading proficiency

Concern:

There is a concern with research based literacy instruction taking place across all content areas and communication to connect all stakeholders to support literacy instruction.

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, SES is emerging in the area of continuity of instruction. SES is committed to providing literacy instruction in every content area. There is a need for collaboration with out-of-school agencies and organizations to support classroom literacy instruction and to provide resources for developing literacy in the home for families.

Current Practices:

- Research based literacy instruction
- Monthly data analysis
- Literacy Celebrations are held each 9 weeks
- Communication is in place connection families to SES. A PreK parent night and Daycares visit K in the Spring to help with the transition to school. 5th grade SES students and parents attend a field trip to the middle school in the Spring to prepare for their transition.
- Families have access to resources to develop literacy in the home. Stark Bedtime Stories air on social media three nights a week. Weekly email communication shares resources for literacy support at home. A free book library sits at the entrance to SES.
- Master schedule with dedicated literacy block

We Plan to Implement:

- Research based literacy instruction in all content areas
- Monthly data analysis will identify areas of weakness for literacy intervention
- A plan for writing instruction consistent with the Georgia Standards of Excellence will be developed
- SES Literacy Task Force will collaborate with out-of-school agencies to support classroom literacy instruction

Measurable Outcomes:

Butts County School System  
Stark Elementary Literacy Plan

- Atlas Units and Lesson Plans
- Monthly Data Analysis Tool Sheets
- Writing Plan
- Invites, Agendas, Sign-in Sheets, Meeting Notes from Literacy Task Force
- Literacy Newsletter

Goal Area 4: Ongoing Formative and Summative Assessments Including Tiered Interventions for all Students:

SES will strive to be proficient in developing assessments, analyzing data and differentiating instruction to meet the individual learning needs of all students.

Concern:

There is a need to develop common benchmark assessments across classrooms to monitor student progress towards mastery of the standards.

Butts County School System  
Stark Elementary Literacy Plan

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, there is a need for development and selection of common benchmark assessments across classrooms. Currently, a full range of screening, progress monitoring and diagnostic tools are being utilized to monitor student progress and teachers analyze assessment data monthly and use data to guide instructional planning and instructional interventions. Some formative and summative assessments are administered and data reviewed. However, the analyzed results do not impact programmatic decision making.

Current Practices:

- Work Sampling Online (WSO) - Pre-K Formative, on-going, teacher administered assessment which evaluates Learning and Development across Domains.
- GKIDS/Readiness Check & GKIDS Performance Based Assessment - On-going, teacher administered Kindergarten Screener/Formative assessment for Literacy, Math & General Learning and Development.
- iSteep - Teacher administered (3x per year) universal screener and progress monitoring tool for K-5 in reading and math.
- MAP - Teacher administered (3x per year) K-5 Universal Screener that is nationally normed for ELA, Lexile and Mathematics.
- Georgia Milestones End-of-Grade and End of Course - Teacher administered (1x per year) Summative Assessment for grades 3-5 in ELA, Math, Writing and Lexile.

We Plan to Implement:

- Upon receiving the L4GA grant, Stark ES will create and utilize assessments to effectively measure the growth and outcome of student achievement in literacy across all age ranges (K-5).
- Staff will analyze data and monitor individual growth towards established benchmarks in reading and writing skills during monthly data/PLC meetings.
- Identify and use appropriate formative and summative assessments for all grade levels and content areas to monitor student progress towards mastery of the standards.
- Provide data analysis professional learning sessions to improve reading fluency, reading comprehension, vocabulary acquisition and writing skills.
- Provide parent/stakeholder workshops on reading assessment data.

Measurable Outcomes:

- EOG & Map Lexile Data
- iSteep Data
- Map Data
- Write Score Data

Butts County School System  
Stark Elementary Literacy Plan

- Percent of students scoring Proficient or Distinguished on EOG

Goal Area 5: Tiered Supports

SES will focus on the whole child to provide a safe supportive learning environment for student success.

Concern:

There is a need for professional learning in the areas of writing instruction across all content areas and continued professional learning in the area of student engagement and rigor. There is a need to increase access to both digital and print materials in all classrooms. Students are not receiving consistent, research-based literacy instruction and interventions in all content areas.

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, Pre-K teachers demonstrate high expectations and use developmentally appropriate practices. Pre-K teachers participate in on-going professional learning on aligning instruction to the GELDS standards. K-5 teachers collaboratively plan each week and schedules include a literacy block (90-120 min). Professional learning is needed in the areas of instructing diverse learners and research-based reading and writing instruction. Most teachers have high expectations for student learning and use developmentally appropriate practices.

Current Practices:

- Consistent, formalized and systematic approach for RTI.
- Targeted interventions based on iSteep data
- Reading Counts books based on Lexile levels
- Weekly collaborative planning for differentiated instruction in reading and writing

We Plan to Implement:

- Continued professional learning in the area of writing instruction across all content areas.
- Professional learning for acceleration for advanced learners.
- Classroom high-interest, leveled libraries
- Professional learning for writing instruction
- Monitoring instruction to ensure consistent use of research-based reading and writing strategies

Butts County School System  
Stark Elementary Literacy Plan

Measurable Outcomes:

- Write score data
- EOG & Map Lexile Data
- iSteep Data
- Map Data
- Write Score Data
- Percent of students scoring Proficient or Distinguished on EOG
- Lesson plans
- Progress monitoring data

Goal Area 6: Professional Learning in Literacy Instruction

Provide opportunities for staff to engage in ongoing and intensive professional learning in research based literacy instruction

Concern:

There is a need for professional learning in the area of phonics and writing instruction and professional learning for literacy instruction across all content areas.

Butts County School System  
Stark Elementary Literacy Plan

Data collected from the Georgia Literacy Plan Needs Assessment indicates:

According to the school's comprehensive needs assessment, only ELA instructors participate in professional learning for the instructional reading program and content literacy.

Current Practices:

- Weekly collaborative planning/PLC for reading and writing.
- Bi-monthly data analysis meetings with administrator(s) and instructional coach.
- Professional learning in the area of student engagement.
- Writing instruction across all content areas.

We Plan to Implement:

- Ensure instructional planning and implementation are clearly and consistently aligned to GPS.
- Professional learning on the use of research-based reading, writing, comprehension and vocabulary acquisition strategies across all content areas.
- Professional learning for differentiated instruction to meet the individual needs of each student.
- Professional learning for teaching diverse learners.
- Teachers will continue to analyze data and use it to monitor the effectiveness of interventions, instructional strategies and the instructional program.
- Peer observations in reading and writing.

Measurable Outcomes:

- Observation/walk-through data
- Teacher collaboration during professional learning, data analysis meeting and collaborative planning
- Increased Lexile levels as measured by EOG and MAP
- Percentage of students scoring Proficient or Exemplary on the EOG
- EOG & Map Data
- iSteep Data
- Write Score Data

## **Jackson High School Literacy Plan**

### **School History**

Jackson School is proud to serve all students in grades 9-12 in Butts County. JHS serves students in grades 9-12. JHS student demographics breakdown is as follows: 32.5% Black, 3.7% Hispanic, 3.1% Multi-Racial, and 60.4% White. 13.1% of our students have been identified with one or more disabilities. Our school is part of a Title I system. BCSS is a Community Eligibility Provision (CEP) system, and we are considered 100% Economically Disadvantaged; therefore; we do not have individual applications to determine eligibility for Free/Reduced lunch.

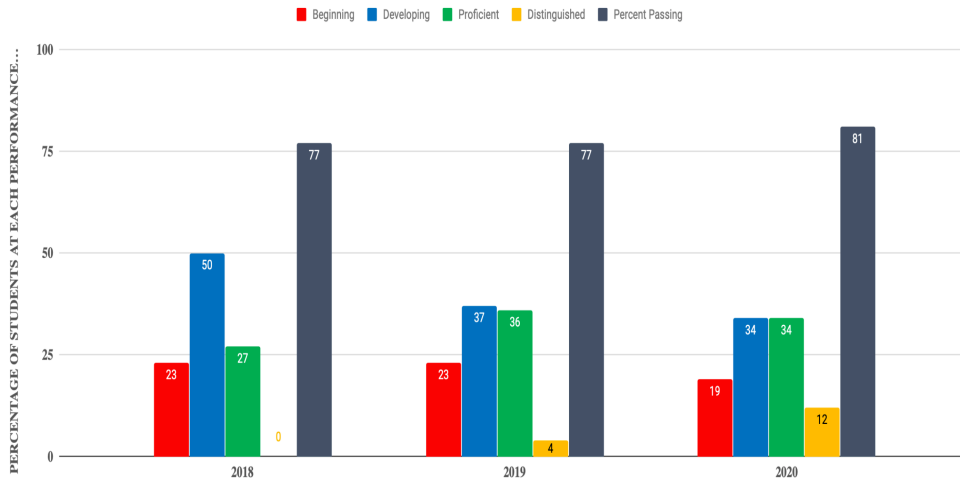
### **Administrative and Teacher Leadership Teams**

Jackson High School is led by Principal William Rusting and Assistant Principals Michael Moody, Lisa Pearce, Sohmer McKibben, and Calvin Scandrett. All administrators hold advanced degrees in educational administration. The School Core Leadership Team is comprised of teachers and leaders who lead the implementation and measurement of the success of the school literacy plan and improvement process. This Leadership Team disseminates information to the faculty from their meetings and receives input and information to present back to the leadership team.

### **Data to Demonstrate Need**

We are proud of the gains that have been achieved by students in our Black and SWD subgroups. This year, we met the 6% growth target for their subgroup. We are on the rise as a whole in ELA, with each of our subgroups meeting their achievement targets. We have a lot to be proud of at JHS, but we also have a lot of work left to do. We continue to fall behind the state average for students who score at the Beginning Level (I) in 9<sup>th</sup> Grade Literature as well as in American Lit. In 2019, the state averaged 13% of students at the Beginning Level in 9<sup>th</sup> Grade Literature and 20% in American Literature. Our students averaged 19% and 30% respectively. We believe we have a solid plan to address these deficits and move our student average closer to – and eventually surpassing- that of the state, and resources that the L4GA grant will afford us will support those efforts.

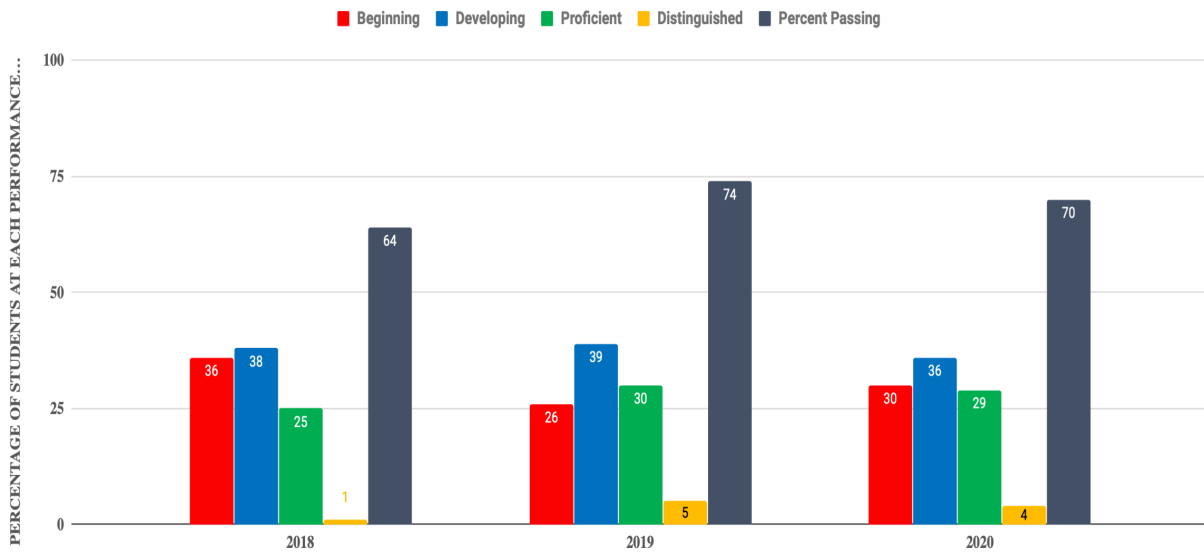
BUTTS COUNTY SCHOOL SYSTEM  
 GEORGIA MILESTONES END OF COURSE (EOC)  
 NINTH GRADE LITERATURE AND COMPOSITION  
 HISTORICAL DATA



9<sup>th</sup> Grade Literature

- Reduction in Level I
- Significant increase in Level IV
- On track to hit target for the year

BUTTS COUNTY SCHOOL SYSTEM  
 GEORGIA MILESTONES END OF COURSE (EOC)  
 AMERICAN LITERATURE AND COMPOSITION  
 HISTORICAL DATA






HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

55.3  -0.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	55.3
STATE SCORE	69.4

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 94.17% Participation Rate	62.84	 +5.97
<a href="#">Hide ENGLISH LANGUAGE ARTS data</a>		
9th Grade Literature 96.18% Participation Rate	66.06	
American Literature 91.80% Participation Rate	60.18	

HOW DID THE SCHOOL PERFORM ON PROGRESS?

83.2  +16.1

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	83.2
STATE SCORE	82.1

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	80.06	 +3.43
MATHEMATICS	86.31	 +28.72
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	Too Few Students	

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	29.06%	14.04%	24.63%	32.27%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	27.86%	16.43%	25.00%	30.71%
HISPANIC	23.53%	11.76%	35.29%	29.41%
MULTI-RACIAL	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE	29.71%	13.39%	23.43%	33.47%
ECONOMICALLY DISADVANTAGED	29.06%	14.04%	24.63%	32.27%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	18.60%	18.60%	32.56%	30.23%

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

85.7  +18.3

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	85.7
STATE SCORE	80.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

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

LEGEND

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

\*This flag is only visible for Economically Disadvantaged, English Learners, and

L4GA Literacy Plan for Jackson High School

For the purpose of L4GA schools identified the problem, root cause, theory of change and overarching goals during meetings with the district. School leadership teams tailored their plans to best meet the needs of their students, teachers and school.

**PROBLEM:** Jackson High School students are struggling to achieve academic success, particularly in the areas of language and literacy, and leaders/teachers lack the pedagogical knowledge, skills and daily support needed to implement behavioral and academic strategies necessary for student success.

**ROOT CAUSE:** An extremely high rate of generational poverty results in families who lack resources for school engagement and lack opportunities for children to engage in educational activities. As a result, children are not ready to learn, either academically or behaviorally, when they enter school. Ultimately, this leads to poor academic achievement in Pre-K and beyond.

**THEORY OF CHANGE:** Providing job-embedded professional development through coaching models for 1) utilization of data; 2) positive behavior intervention; 3) social emotional strategies, 4) language and literacy instruction and 5) engaging families is critical for ensuring successful change.

**OVERARCHING GOALS:** 1) Increase district/school leader capacity to engage in new evidence-based practices for literacy instruction and enhance current practices in evaluation of instructional performance to ensure success, improved practices, sustainability, consistency and cohesiveness throughout the district; 2) increase teacher capacity to support the development of student language and literacy skills and analysis and utilization of data; 3) increase families knowledge of and engagement in language/literacy and social-emotional development; 4) promote positive student behavior; 5) increase student capacity for personal growth, social growth and academic success; and 6) strengthen community assets to support families and children through partnerships with the Butts County Literacy Team.

Objective	Action Steps	Timeframe	Person Responsible	Measurable Outcomes
1. Implement ongoing tasks to support project administration, oversight, management, and sustainability at the school level	1. Attend meeting of partners to plan next steps for L4GA launch and implementation 2. Finalize a school-level sustainability plan to support operation of program activities beyond the grant period.	1. Year 1 2. Year 1	1. AP for C&I 2. School Leadership Team	1. Comprehensive 3-year L4GA plan 2. Survey data at annual checkpoints to determine implementation effectiveness
<b>Goal 1:</b> Increase district/school leader capacity to engage in new evidence-based practices for literacy instruction and enhance current practices in evaluation of instructional performance to ensure success, improved practices, sustainability, consistency and cohesiveness throughout the district				
<b>A. Participate in planned district-level leadership professional development</b>	1. Attend Summer Institutes 2. Participate in AP and Principal Development meetings 3. Attend monthly data digs 4. Attend follow-up sessions and provide feedback for school growth.	1. Year 1, ongoing 2. Year 1, ongoing 3. Year 1, ongoing 4. Year 1, ongoing	1. Principal, AP's. 2. Principal, AP's. 3. Principal, AP's. 4. Principal, AP's	1. Copy of agenda, sign-in sheets 2. Coaching schedule, observation notes 3. Sign-in sheets, copies of data 4. Sign- in sheets, notes about feedback  Increase in evidence of practices observed during LKES observations Application of knowledge and skills learned as evidenced by leadership goals set in LKES
<b>B. Participate in planned district level professional development for teacher support and coaching</b>	1. Identify personnel to attend the training. 2. Attend Summer Institutes 3. Participate in on-site coaching sessions. 4. Create a PL model for implementation and evaluation	1. Year 1 2. Year 1, ongoing 3. Year 1, ongoing 4. Year 3	1. Principal and AP for C&I 2. Principal and AP for C&I 3. Principal and AP for C&I 4. Principal and AP for C&I	1. List of personnel 2. Agenda, sign-in sheets 3. Coaching schedule, observation notes 4. Copy of logic model  Increase in evidence of practices observed during observations Development of TKES professional learning goals based upon leadership training

<p><b>C. Develop Professional Learning Communities focused on literacy, analyzing formative data, positive behavior supports engaging instructional models and review of current research to support evidence-based practices and high-quality classroom learning environments.</b></p>	<p>1. Establish Professional Learning Communities (PLC) for each grade/department level, ensuring collaborative planning time 2. Establish PLC consisting of school leadership team and community members</p>	<p>1. Year 1, ongoing 2. Year 1, ongoing</p>	<p>1. AP for C&amp;I 2. Principal</p>	<p>1. Copy of PLC members, meeting times 2. List of PLC members, meeting times</p> <p>Increase use of data to inform instruction Increase in evidence-based practices observed during walkthroughs and observations</p>
<p><b>Goal 2: Increase teacher capacity to support the development of student language and literacy skills and utilization of data.</b></p>				
<p><b>A. Provide collaborative planning time that ensures teachers have time to review research-proven strategies, analyze formative data, discuss ideas, and conduct peer-mentoring and observations.</b></p>	<p>1. Design master schedule to include adequate planning time for in-house professional learning.</p>	<p>1. Year 1, ongoing</p>	<p>1. Principal, Assistant Principals, Teacher Leaders</p>	<p>1, Master Schedule Agendas &amp; sign in sheets</p>
<p><b>B. Provide professional</b></p>	<p>1. Attend a Summer Institute focused on data collection and</p>	<p>1. Year 1, Year 2</p>	<p>1. Principal, RESA Coach/Trainer</p>	<p>1. Sign-in sheets and agendas 2. Coaching schedule and</p>

<p><b>development on data collection and utilization to support language and literacy instruction and positive behavior supports.</b></p>	<p>utilization for teaching staff  2. Provide classroom coaching to support data collection and utilization  3. Provide monthly data workshops  4. Conduct session to discuss data impact and plan for upcoming school year</p>	<p>2. Year 2, ongoing  3. Year 2, ongoing  4. Year 1, ongoing</p>	<p>2. Principal and AP's  3. AP for C&amp;I  4. Leadership Team, Data Team, A-Team</p>	<p>observation notes  3. Sign-in sheets and copies of data  4. Session notes, sign-in sheets</p> <p>Increase in observed education-based practices during TKES and coaching observations</p>
<p><b>C. Provide professional development and coaching in evidence-based Practices(EBP) for reading/language development that focus on: explicit comprehension strategies, vocabulary instruction, peer-assisted learning, small-group reading interventions, and engaging students in authentic conversations that develop/grow academic language and differentiated</b></p>	<p>1. Identify/attend training that meets specific needs/deficits of CCHS community of learners  2. Provide classroom coaching to support EBP  3. Identify model classrooms  4. Schedule peer Observations and mentoring</p>	<p>1. Years 1 and 2  2. Year 2, ongoing  3. Year 2, ongoing  4. Year 2, ongoing</p>	<p>1. Principal, RESA Coach/Trainer  2. Admin Team  3. Admin Team  4. Leadership Team, AP for C&amp;I</p>	<p>1. Identified needs  2. Coaching schedule, observation notes  3. Identified classrooms, photos  4. Peer coaching schedule</p> <p>Increased GMA Scores in reading and writing</p> <p>Increase in teacher content knowledge and evidence-based reading/language instructional practices as observed during TKES walkthrough/formative classroom observations</p>

<b>instruction.</b>				
<b>D. Provide professional development and coaching on intensive supplementary instruction for struggling students for ED, EL and SWD.</b>	<ol style="list-style-type: none"> <li>1. Identify/attend training.</li> <li>2. Purchase training materials and resources</li> <li>3. Provide classroom coaching to support integration of intensive supplementary instruction</li> <li>4. Monitor progress/performance of ED, EL, and SWD students</li> <li>5. Conduct session to discuss impact of supplementary instruction and plan for upcoming school year</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 2, ongoing</li> <li>2. Year 2, ongoing</li> <li>3. Year 2, ongoing</li> <li>4. Year 1, ongoing</li> <li>5. Year 1, ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal, Admin Team</li> <li>2. Principal, Admin Team</li> <li>3. Principal, Admin Team</li> <li>4. Leadership Team, Principal, Admin Team</li> <li>5. Leadership Team, Principal, Admin Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Atlas Lesson Plans</li> <li>2. Classroom observations and walkthroughs</li> <li>3. Coaching schedule/notes</li> <li>4. Georgia Milestone Data for EL, ED, &amp; SWD subgroups ACCESS data for EL</li> <li>5. Session notes, agenda, sign-in sheets</li> </ol> <p>Evidence of implementation/strategies observed in walkthroughs and evaluations</p>
<b>E. Use on-line universal screeners, Mock EOC's, and progress monitoring for formative assessment.</b>	<ol style="list-style-type: none"> <li>1. Select/develop formative assessments to assess efficacy of instruction in all core areas.</li> <li>2. Develop protocols that ensure that students receive prescriptive assistance for any deficiency.</li> <li>3. Provide after school tutoring for extra support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 1, ongoing</li> <li>2. Year 1, ongoing</li> <li>3. Year 1, ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers, AP for C&amp;I</li> <li>2. Teachers, Admin Team, Data Team</li> <li>3. Teachers, Admin Team, Data Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Purchase and use of on-line platforms for universal screener, benchmarks, mock test, etc.</li> <li>2. Collaborative planning, Data team agendas, and A-Team agendas.</li> <li>3. Student and Teacher sign-in sheets</li> </ol>
<b>F. Use Summative data to make programming decisions as well as to monitor individual student progress.</b>	<ol style="list-style-type: none"> <li>1. Provide Reading Support classes for those incoming ninth graders that need extra support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 1, ongoing</li> </ol>		<ol style="list-style-type: none"> <li>1. EOG and Universal Screener data and corresponding Infinite Campus Rosters.</li> </ol>

<b>Goal 3: Increase families knowledge of and engagement in language/literacy and social emotional development</b>				
<b>A. Conduct information fair at the beginning of school to ensure access to resources including literacy and social-emotional support for families.</b>	1. Invite community partners/resources to participate 2. Design and print comprehensive resource handout for parents 3. Host informational fairs during open house for new school year and parent conference days	1. Year 1 2. Year 1 3. Year 1, ongoing	1. Graduation Coach/Counselor, Title 1 Parent Coordinator 2. Graduation Coach/Counselor, Title 1 Parent Coordinator 3. Graduation Coach/Counselor, Title 1 Parent Coordinator	1. Sign in sheets 2. Participant, Parent, Stakeholder feedback survey 3. Copy of resource handout
<b>B. Enhance a Mobile Family Literacy Center bringing literacy and social emotional development resources to families within the community.</b>	1. Support the Mobile Family Literacy Center through the school newsletter, classroom notices, webpage 2. Purchase materials for the Mobile Family Literacy Center for students in grades K-12 3. Develop a schedule for volunteers to conduct activities correlated to the materials	1. Year 1, ongoing 2. Year 1, ongoing 3. Year 1, ongoing	1. Admin Team 2. Leadership 3. Title 1 Parent Coordinator, Grad Coach, and Admin Team	1. Copies of flyers/newsletters 2. Copies of POs and shipping invoices 3. Copies of schedules and sign-in sheets
<b>Goal 4: Promote positive student behavior</b>				
<b>A. Provide a framework for expectation and student success in regards to rewards</b>	1. Provide positive behavior incentives for students that show incremental growth in regards to rises in Lexile levels and in EOC results.	1. Year 1, ongoing	1. Admin Team, teachers	1. Receipts of purchases, sign-ins, and social media presence.
<b>Goal 5: Increase student capacity for personal growth, social growth and academic success</b>				
<b>A. Collect and analyze data to measure progress/</b>	1. Collect baseline , Benchmark, ACCESS and EOC Milestones	1. Year 1, ongoing 2. Year 2, ongoing	1. Leadership Team, Data Team	1. Baseline data 2. SST/RTI meeting documentation of plans for students,

<p><b>growth.</b></p>	<p>data for measuring growth.  2. Compile/analyze data to determine individual/small group needs  3. Plan/Implement evidence-based strategies to meet individual/small group remediation needs  4. Use Data from SLDS and have students write their own personal goal for growth.</p>	<p>3. Year 2, ongoing  4. Year 1, Ongoing</p>	<p>2. Graduation Coach, Data Team, Admin Team  3. RTI Team, Admin Team, Data Team  4. Admin Team</p>	<p>collaborative planning documentation  3. Lesson plans Evidence of implementation/ strategies observed in walkthroughs and evaluations  4. SLDS Data and Individual Plans</p>
<p><b>B. Provide for more student access to online and hard copies of literature, informational text, etc.</b></p>	<p>1. Purchase more online and hard copies of various reading selections in multiple formats.  2. Provide time for reading in the school schedule.  3. Purchase of technology to provide for more online access</p>	<p>1. Year 1, ongoing  2. Year 1, ongoing  3. Year 1, ongoing</p>	<p>1. Media Center Specialist, AP for C&amp;I  2. Admin School Scheduling  3. Media Center Specialist, Admin Team</p>	<p>1. Receipts of purchases  2. Copies of school schedules  3. Receipts of purchases, lesson plans</p>



## **Butts County School System - Henderson Middle School Literacy Plan**

### **School History**

Henderson Middle School is proud to serve all students in grades 6-8 in Butts County. HMS serves 909 students in grades 6-8. HMS student demographics breakdown is as follows: 32.9% Black, 5.4% Hispanic, 4.8% Multi-Racial, and 56.3% White. 13.4% of our students have been identified with one or more disabilities. Our school is part of a Title I system. BCSS is a Community Eligibility Provision (CEP) system, and we are considered 100% Economically Disadvantaged; therefore, we do not have individual applications to determine eligibility for Free/Reduced lunch.

### **Administrative and Teacher Leadership Teams**

Henderson Middle School is led by Principal Caressa Gordon and Assistant Principals Christopher Stoudmire, Dasha Josey, and 49% AP Carol Lunsford. All administrators hold advanced degrees in educational administration. The school is also supported by instructional coach, Kendra Jenkins. The School Core Leadership Team is comprised of teachers and leaders who lead the implementation and measurement of the success of the school literacy plan and improvement process. This Leadership Team disseminates information to the faculty from their meetings and receives input and information to present back to the leadership team.

### **Community Assets**

Henderson Middle School is proud to have community support from a variety of sponsors and partners in education. We have an active school council made up of teachers, community members, and parents who support our initiatives and provide feedback on our improvement plans. As a result of the work of the district's Literacy Task Force, we are continuing to build partnerships with our early learning centers, community churches, the public library, and Gordon College. These combined efforts will support our school and our school families, many of whom live in isolated, rural areas and do not have access to texts (print or digital) outside of the school day.

### **Need for the Grant**

We have a lot to be proud of at HMS, but we also have a lot of work left to do. We are proud of the gains our students are making in mastering content in relation to the Georgia Standards of Excellence, but we continue to fall behind the State average. Our data indicates that we have a need for strong Tier I instructional supports for all students at Henderson Middle School.

# Butts County School System - Henderson Middle School Literacy Plan

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

52.5  -1.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	52.5
STATE SCORE	66.3

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS <small>99.68% Participation Rate</small>	54.30	 +1.35
MATHEMATICS <small>99.64% Participation Rate</small>	51.69	 -3.56
SCIENCE <small>99.63% Participation Rate</small>	48.86	 -1.95
SOCIAL STUDIES <small>99.63% Participation Rate</small>	53.30	 -0.55

HOW DID THE SCHOOL PERFORM ON PROGRESS?

72.5  -8.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	72.5
STATE SCORE	80.3

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	75.01	 -7.44
MATHEMATICS	69.91	 -8.94
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	Too Few Students	

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS      SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	34.73%	11.23%	23.37%	30.68%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	33.85%	12.31%	20.77%	33.08%
HISPANIC	28.57%	17.14%	22.86%	31.43%
MULTI-RACIAL	33.33%	8.33%	22.22%	36.11%
WHITE	36.05%	10.23%	25.12%	28.60%
ECONOMICALLY DISADVANTAGED	34.73%	11.23%	23.37%	30.68%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	38.75%	7.50%	27.50%	26.25%

# Butts County School System - Henderson Middle School Literacy Plan

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

35.4  +16.6

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	35.4
STATE SCORE	50.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

**SUMMARY OF FLAGS**

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

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

LEGEND

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

## Goal Area 1: Professional Learning in Literacy Instruction:

**Provide opportunities for staff to engage in ongoing and intensive professional learning to discuss evidenced based instruction in literacy.**

Concern: Describe your concerns as they relate to this goal:

The professional learning community needs to improve in sharing strategies to enhance literacy instruction and maximize student growth. There is also a need to engage in collaboratively examining student work and data to develop appropriate interventions for specific students.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment, we are emergent in the Professional Learning in Literacy Instruction. There is a need to create a schoolwide approach to literacy. Our goal is to align instructional practices across grade levels and disciplines. Currently, only ELA instructors participate in professional learning concerning literacy instruction. Some administrators and the Instructional Coach participates in ongoing literacy professional learning.

Current Practices:

List here what we are already doing to address this need:

- Implement standards-based classroom to ensure that instructional design and implementation are clearly and consistently aligned to GPS and district expectations of student learning.
- Expand and ensure the use of research-proven best teaching practices including differentiation to maximize learning in all subjects with all students.
- Professional Learning Sessions in Engagement, Writing, Standard Alignment

## Butts County School System - Henderson Middle School Literacy Plan

- Professional Learning in data analysis
- Professional Learning Sessions at Griffin RESA
- Reading strategies across the curriculum

### We Plan to Implement:

- Teachers need additional professional learning on how to incorporate writing and reading strategies in math, science, and social studies.
- Teachers need additional professional learning on active engagement and how to reach diverse learners.
- Staff will analyze data and monitor the effectiveness of interventions and instructional strategies.
- Staff will observe colleagues, collect evidence, provide feedback for ongoing reflection for improvement.
- Teacher leaders will lead professional learning opportunities
- Educate instructional personnel about balanced assessment and “assessment for learning.” Staff will utilize the backward design in the area of literacy.
- Professional learning which emphasises the integration of modern technologies for 21st Century Classrooms.
- Guided reading strategies to increase lexile levels
- Professional learning sessions in reading instruction, vocabulary acquisition, and writing strategies
- Purchase of professional learning resources on literacy strategies and on PLC’s

### Measurable Outcomes:

- Data from Walk-throughs
- Professional Learning Sign In /Agenda
- School/District/Peer level Walk-throughs
- Collaborations of teachers/ Common assessments/ Professional learning sessions
- Increase in lexile levels as measured by ELA GMAS
- Percentage of students scoring Proficient on the GMAS
- Peer observation notes/feedback

### **Goal Area 2: Continuity of Instruction:**

**Improve levels of reading proficiency by ensuring that all students make at least the expected yearly growth in reading and writing ability each year.**

Concern: Describe your concerns as they relate to this goal.

Teachers need to support students' ability to understand complex text and build background knowledge. Teachers also need access to high-quality curriculum materials in order to improve reading levels and writing abilities.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school’s comprehensive needs assessment, cross disciplinary teams need to meet to examine student work and to collaborate on the improvement of reading and writing proficiency. Some of our stakeholders are investigating how to provide support to the parents of children to

## Butts County School System - Henderson Middle School Literacy Plan

develop literacy. Students and parents generally have an opportunity to visit the high school, but no formal set of protocols or communications are in place.

Current Practices:

List here what we are already doing to address this need:

- Collaborate with Curriculum and Instruction team to assist in the use of technology to differentiate and reinforce higher order thinking skills to improve reading comprehension and fluency skills.
- Writing constructed responses across the curriculum
- Writer of the Month Celebrations
- Reading Counts Celebrations
- Reading Counts Assessment Participation
- Reading Support Class during connections
- RACE Strategies, Reading Strategies
- Core Essentials Book List in Media Center
- Teachers will continue to analyze student work, unit assessment data, and benchmark data to identify learning gaps

We Plan to Implement:

- Staff will incorporate literacy strategies in reading and writing.
- Staff will focus on content area reading, writing, and vocabulary instruction.
- Implement research based instructional strategies to meet the individual needs with an emphasis on comprehension and fluency.
- Implement before, during, and after instructional reading strategies.
- Read 180 Program in Reading Support
- After School Tutoring Program to focus on reading comprehension and lexile level
- Classroom leveled libraries to improve lexile levels
- Leveled intervention materials
- Writing programs and Reading programs
- Reading and Writing Strategy resources
- Support teachers in obtaining reading endorsements
- Purchase text to establish classroom libraries
- Incorporate technology into literacy instruction
- Professional learning is needed for effective strategies for promoting active engagement, teaching diverse learners, reading and writing strategies
- After School and Summer Reading Programs
- Incorporate instructional technology to educate families

Measurable Outcomes:

MAP Data

STEEP Data

Write Score Data

Data from SRI

Lexile Data

Lesson Plans

## Butts County School System - Henderson Middle School Literacy Plan

Collaborations of teachers/ Common assessments  
Increase in lexiles as measured by ELA GMAS  
Percentage of students scoring Proficient on the GMAS

### **Goal Area 3: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students:**

**Staff will be proficient in using assessment data to improve student learning.**

Concern: Describe your concerns as they relate to this goal.

There is a need to develop guidelines for using student data to inform instructional planning and strengthen interventions to meet students' needs more effectively.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment, a system of benchmark assessments are common in some content areas. However, there is a need for screening, progress monitoring, and diagnostic tools have not been selected for all content areas. Some formative and summative assessments are administered. Administrators and teachers review data for individual students on summative assessment, by the analyzed results rarely impact programmatic decisions.

There is a need for teachers to regularly and routinely analyze assessment data and to use the data to guide classroom and intervention instruction.

Current Practices:

List here what we are already doing to address this need:

- Teacher leaders collaborate with curriculum and instruction team, to identify, recommend, and evaluate technology/applications for integration into instruction and assessment, especially in the area of literacy.
- Continue progress monitoring for RtI Tier II, III,
- Standardize student reading assessment through Reading Inventory
- Analyze MAP Data, Steep data, Unit Assessment data, and Write Score data to inform instruction
- RtI data to provide a formalized and systematic approach to provide supplemental remedial/enrichment interventions for students at all grade levels based on need.

We Plan to Implement:

- Staff will analyze data and monitor individual growth towards established benchmarks on reading and writing skills.
- Delineate appropriate formative and summative assessments for all subjects and grade levels to monitor student progress toward mastery of standards.
- Provide professional learning sessions on analyzing data to improve reading fluency and vocabulary acquisition
- Workshops for parents and stakeholders on reading assessment data

## Butts County School System - Henderson Middle School Literacy Plan

Measurable Outcomes:

EOG Lexile Data

Data from SRI

Lexile Data

MAP Data

Write Score Data

Increase in lexiles as measured by ELA GMAS

Percentage of students scoring Proficient on the GMAS

### Goal Area 4: Tiered Supports:

**Teachers will provide learning opportunities for diverse learners by focusing on active and independent learning.**

Concern: Describe your concerns as they relate to this goal.

Students are not receiving literacy instruction and literacy interventions in all content areas.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment, teachers need to receive professional learning on evidenced-based reading and writing practices. Teachers need to receive professional learning in strategies for teaching diverse learners. Some staff display high expectations and use developmentally appropriate practice, but not the majority. Teachers have time for collaborative planning. However, the master schedule does not reflect 90 minutes of literacy instruction.

Current Practices:

List here what we are already doing to address this need:

- Continue with RtI to provide a formalized and systematic approach to providing supplemental remedial/enrichment interventions for students at all grade levels based on need.
- Provide differentiation for struggling and gifted students.
- Reading Support Class
- DEAR
- Silent Sustained Reading
- Targeted Interventions based on Steep Data
- Reading Counts books based on lexile data
- SRI Assessments

We Plan to Implement:

- Read 180 Program for reading support classes
- Purchase assessment and intervention material aligned with students' needs
- Classroom high interest, leveled libraries
- Reading and writing programs

## Butts County School System - Henderson Middle School Literacy Plan

- Teachers will attend the professional learning courses on reaching diverse students.
- Low and middle achievers will be held to high expectations just as high achievers.
- A curriculum that provides students the benefit of instruction on the soft skills required to be successful in the work world.
- Increase the percentage of students performing at the higher proficiency level on state mandated assessments.
- Collaborate with curriculum and instruction, to identify, recommend, and evaluate technology applications for integration into instruction and assessment.
- Use data effectively to make informed decisions for literacy lessons.
- Monitor instruction to ensure consistent use of effective literacy instructional practices in language arts and content classes.
- Identify students who are low-achieving readers through screening/data analysis and diagnose remediation which is used to strategically assign to reading support classes.

Measurable Outcomes:

Data from SRI

Lexile Data

Infinite Campus Reports from Reading Support Classes

Lesson Plans

Progress Monitoring

Increase in lexiles as measured by ELA GMAS

Percentage of students scoring Proficient on the GMAS

### Goal Area 5: Engaged Leadership:

**Establish a Leadership Literacy Team to monitor the school's literacy plan and set goals for literacy in the school.**

Concern: Describe your concerns as they relate to this goal.

There is a need for a leadership literacy team to focus on issues of literacy instruction and curriculum. The school needs to form a team consisting of leaders in the building to support each other to resolve everyday literacy issues.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment, a School Literacy Leadership Team has not been established to meet regularly to discuss effective practices related to literacy instruction. The administrators are aware of the need for professional learning in evidence-based literacy instruction.

Current Practices:

List here what we are already doing to address this need:

- Scheduled times for professional learning, collaborative planning, and grade level meetings.
- Continue to provide job embedded professional learning during weekly meetings and in content meetings.
- Continue to meet with the leadership team to align action steps to the school improvement plan



## Butts County School System - Henderson Middle School Literacy Plan

- Ensure all teachers have access to appropriate literacy support materials
- Teacher leaders collaborate with curriculum and instruction, to identify, recommend, and evaluate technology applications for integration into instruction and assessment.
- The use of RtI to provide a formalized and systematic approach to providing supplemental remedial/enrichment interventions for students.
- Continue the “GetCaughtReading” initiative for all students.
- Continue close reading passages.
- Continue to use social media to promote literacy
- Continue to meet with our School Council

### We Plan to Implement:

- Examine Data/On-going Data Disaggregation
- Discuss Teaching and implementation
- Assess needs
- Utilize data teams to monitor the effectiveness of interventions
- Align curriculum with evidence-based literacy instruction and balanced, comprehensive assessments.
- Implement reading/literacy across the curriculum to support struggling readers in all subjects.
- Implement quad text sets framework which includes text complexity analysis
- Vocabulary acquisition
- The Leadership Literacy Team will consist of the administrators, Instructional Coach, Media Specialist, ELA teachers, other content leaders, business partners and parents.
- Continue to align practices with the school improvement plan to focus on increasing lexile scores and ELA Achievement
- Faculty and staff will participate in professional learning focusing on literacy strategies
- A section will be added in the lesson plans for a literacy focus
- Establish a book club for teachers and students

### Measurable Outcomes:

Reading Counts Participation

MAP Assessment Data

Literacy Team Minutes/Sign In Sheets

Literacy Observation Instrument

Data Analysis of Student Assessments

SRI Data

Lexile Scores

Collaborations of teachers/ Common assessments

Increase in lexiles as measured by ELA GMAS

Percentage of students scoring Proficient on the GMAS

## Butts County School System - Henderson Middle School Literacy Plan

### Goal Area 6: Family and Community Partnerships

#### Increase family and community awareness, involvement, and participation at all grade levels.

Concern: Describe your concerns as they relate to this goal.

There is a concern with consistently meeting and sharing information with community organizations to discuss identified issues with literacy concerns.

Data collected from the Georgia Literacy Plan Needs Assessment indicates that:

According to the school's comprehensive needs assessment, we are emergent in the area of Family and Community Partnerships. Our School Council meets periodically to discuss data and literacy needs. We need to involve more community stakeholders and service organizations to provide supplemental services for students.

Current Practices:

List here what we are already doing to address this need:

- A School Council Committee engagement component to allow stakeholders to have a voice in the strategic improvement planning process.
- Implementation of on-line surveys for parents and all stakeholders as it relates to school awareness and instructional practices.

We Plan to Implement:

- Establish partnerships with family and child youth service organization.
- A diverse planning team that represents stakeholder groups to develop the plan.
- A facilitated planning process that assists the planning and action teams in analyzing the strengths, weaknesses, opportunities and threats of the school district, and developing/defining the mission, vision, beliefs, goal areas and elements of the strategic improvement plan.
- A facilitated process to work with experts within the district and community on developing initiatives and action steps to implement the plan.
- Workshops/Professional Learning form families
- Resources for families

Measurable Outcomes:

- Consistent Participation in workshops and volunteer opportunities.
- On-line survey data from stakeholders.
- Agendas/Minutes